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MILWAUKEE AND ST. LOUIS, JUNE, 1903.

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## A JOURNAL FOR PROGRESSIVE TEACHERS.

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# AMERICAN JOURNAL OF EDUCATION

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::: EDITORS :::

S. Y. GILLAN, Milwaukee, Wis.  
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## Pensions for Teachers.

There is a steady advance in the movement to pension teachers in large cities. The arguments usually urged against the plan are:

(1) That since the fund is to be created chiefly from a percentage withheld from the teachers' salaries it is unfair to those who teach only a few years, and this includes the great majority. This objection is met by leaving it optional with

the teacher to join the group of those who are to contribute to the pension fund and share in its benefits.

(2) That the paternalistic feature of a pension system decreases the teacher's self-respect as an independent member of the community.

(3) That a pension system is a standing excuse to school boards to keep the salaries low.

(4) That it is unjust, because a teacher either earns the salary paid or does not. If he earns it, it should be paid; if not, the teacher should not be employed.

The chief arguments for a pension or retirement fund are:

(1) Teachers who devote their lives to teaching are peculiarly unfit to manage their own financial affairs, and are not likely to save a competence for old age, for in business matters they are, as a rule, "babes in the woods."

(2) A retirement fund makes it easier for a school board to do their duty to the schools and discontinue the service of a teacher as soon as that service becomes inefficient. In case of a teacher of long service whose work is still "fair to middling," but not positively poor—it "will do"—if the teacher has saved little or nothing (a pretty safe assumption), a member of a school board would naturally and properly be influenced by such personal considerations, although better teachers might be available. But the possibility of retiring the veterans on half pay would greatly relieve the situation and would not be regarded as heartlessly "turning the old horse out to die."

Another argument should be noted. In this age American life has produced and for some time (until we become a Christian people), is likely to produce many

millionaires. That this is the result of an ingeniously devised system of legalized robbery is a fact which interests the economist and the sociologist, but is outside of the present discussion. The facts are, the millionaires are here; they have the money, and under our laws it "belongs" to them; some of these men, let us by courtesy assume, have consciences that are not yet entirely atrophied; others have an ambition to be regarded public benefactors; still others wish to do something to "take the curse off," and thus stand better in the esteem of their fellow-men. Thus we see colleges, churches and libraries endowed by those to whom "God in His wisdom has entrusted the property interests of this country." Thus far very little of these accumulated millions has been used for the elementary schools. One rich man recently endowed a primary school in New Orleans, but we have not heard of others. Now, if the legal machinery to insure a wise distribution of funds to superannuated teachers were established, so as to become one of our "institutions," it is quite probable that some of this money would flow into the channel thus provided, and private bequests would in time considerably augment the sums set apart from the public treasury or from teachers' salaries. We should hardly expect large sums, but there would be some; the donations would be chiefly from the givers for conscience's sake, for there would be little or no opportunity to have the gifts advertised to future generations in massive university or library buildings.

The opponents of pensions may turn this suggestion into an argument on the other side, and quote Dr. Bascom, who says:

"I doubt the ability of any school, university, or church to distribute to the community any benefit derived from money that has been wrung from the people."

If the taint of the millionaire's hands attaches to money given to a college, it would seem just as likely to persist in case of a teachers' retirement fund.

#### A Schoolmaster's Notions of Business.

Just after writing the foregoing there comes to hand a striking case illustrating the childlike simplicity of the schoolmaster in matters of business. With the following letter was enclosed a printed circular containing a cut of the apparatus and setting forth its superior merits over other devices for the same purpose now on the market. It contains, also, a testimonial from Supt. F. H. Beede, of New Haven, who does not say that he has used the appliance, but that it "seems to possess advantages," etc. Dr. Rowe's letter is as follows:

New Haven, Conn., May 15, 1903.

Dear Sir: I send you herewith an article entitled "A New ———," which, it seems to me, deserves the attention of your columns. As Mr. Smith is not acquainted with the general field of educational literature, he has asked me to help him in getting his ——— before the school public.

Please do what you can by way of printing this article in your valuable publication, it being sent to you syndicated with other publications, and also send me your rates for advertising for one issue or two or more issues of your journal.

And I may also add that Mr. Smith would be glad to have you or your publication act as agents, in which case he will sell the ——— direct to you for \$5.25, or will remit 75c to you for each one he finds to be sold as the result of your endeavors.

Mr. Smith will be glad to furnish you with an electrotype of the cut used in the accompanying advertisement if you will signify in season your desire for the same.

Very truly yours,

STUART H. ROWE, Ph.D.,  
Supervising Principal of the Lovell School District, New Haven, Conn., and Lecturer on Pedagogy at Yale University.

The article referred to is a manuscript of four large typewritten pages, giving a detailed description of the "dingus," and closes thus:

"Those interested in securing further information should apply to the inventor and manufacturer, Charles H. Smith, Yale Psychological Laboratory, Herrick Hall, New Haven, Connecticut."

But Mr. Stuart H. Rowe, Ph. D. (The printer will please be careful not to omit the Ph. D.,) is thoughtful enough to add the following suggestion in a sort of parenthetical postscript:

(The last three lines can be made a footnote

if desired. This is not an advertisement, and is not to be treated as such. It may be cut down or remodeled as the editor chooses.)

We suspect that Dr. Stuart H. Rowe, Ph. D., and don't-you-forget-it, will be able to count on the thumbs of one hand all the journals that will publish his manuscript or undertake to sell a six-dollar "doo-funny" on a commission of 75 cents per doo. Prof. S. H. R. Ph. D. t-y ty, a word with you: It is a safe principle in business that he who tries to get something for nothing is either a chump or a gambler. If you have a piece of apparatus which is better than others of its kind, approach business men in a businesslike way, and you can easily get it before the public.

A manuscript emanating from Yale University would be more impressive if this sentence which is employed in it were written in English: "The strainer sets in the piping and \* \* \* is screwed right down over it." The introduction of a course of lessons on the elements of English grammar might not be amiss in the department of Psychology and Pedagogy at Yale.

#### Rockefeller, the Miser.

Because Rockefeller contributes occasionally a million dollars to Chicago University or to some Baptist church, the newspapers herald the fact with a great flourish, some Chicago University professor compares him to Shakespeare greatly to the poet's disadvantage, and a few old moss-back pulpiteers thank God through their noses for turning the hearts of rich men to such deeds of noble generosity. What would you think of a teacher on a salary of \$45 a month who should contribute five or six dollars to some religious or educational cause or institution? Such a gift is more than equal to \$1,000,000 from Rockefeller measured by the amount of sacrifice involved on the part of the giver.

Rockefeller's income is estimated at \$75,000,000 a year. Counting 300 working days in a year that is \$25,000 a day.

Put this sum into silver dollars and it would make about eight tons. A ton of shelled corn, about 36 bushels, is a pretty good load for a team on a country road. To shovel eight such loads and haul them to market a distance of two miles is a good day's work for a man and a team. Think of keeping that up every day for a year with silver dollars instead of corn!

Did you ever contribute one-seventy-fifth of a year's income to some charity or other cause? If so, were you widely advertised as a man or woman of great generosity?

But the foregoing comparison is not fair. The case is far worse against Rockefeller than the above indicates; for the proper basis of comparison is the *net* income. The teacher who gets \$450 a year, after paying for board, clothing, books, travel, doctor's bills, etc., may have left, say \$100 as net income. Let us be generous with the millionaire and against the teacher's \$350 we will allow him somewhat more for personal expenses, say a million dollars a year. Now the ratio stands \$100 to \$74,000,000, or in round numbers, a dollar and thirty-five cents to a million dollars.

Rockefeller a generous giver! Bah! Do they maintain a department of mathematics, or of ethics, at the University of Chicago?

#### Why Do Men Quit School Work?

The whole situation is clearly set forth in the following brief and admirably clear letter from a highly successful superintendent who has been in charge of the schools of one of the best small cities in the West for the past ten years. It is safe to say that practically all the men in the profession sooner or later take the same view expressed in this letter. Those are fortunate who come to a realization of the facts before it is too late in life to secure emancipation:

—, May 18, 1903.

Dear Mr. Gillan: Your favor of the 4th inst. duly at hand.

I thank you very much for your friendly ex-

pressions, but as I am out of the teaching business for good I shall not avail myself of the advantages you offer in the way of securing another position as a teacher. I have served my day at the business and now intend to take up something else in which I may count on a share of the dividends in case the business succeeds.

The school teaching business is one in which success does not succeed. I am granted unusual success here, but do not share in the profits. I have felt this way about it for some time but have hung on with the notion that a sure thing of a moderate value was better than an uncertainty, no matter what its possibility. I am glad to be out of it and take delight in the prospect of putting my energies into something else.

Yours very truly,

#### A Retrograde Movement.

This year the diplomas issued to high school graduates in Milwaukee will contain a detailed statement of the grades made by the student in each study of the course, a tabulated blank form for that purpose being printed on the face of the diploma. This is a retrograde movement, and indicates a revival of the spirit of mechanism and formality which prevailed in graded school work thirty years ago, but which modern educators have outgrown.

The plan is reprehensible. It magnifies unduly the significance of marks, and attributes to them an importance that they do not possess. It places a premium on the outward semblance of scholarship and sets an unworthy motive before the student. There are very few high school students whose record for four years will not contain some blemish. Why embalm the blemishes in this fashion? Some of the very best students are short at some point; a student may be "born short" in certain fields of study, or he may have met in the course a teacher between whom and the student there was a case of what divorce lawyers call "incompatibility of disposition," and low marks followed as a matter of course, for the only teacher who was able to eliminate the personal equation was crucified nineteen hundred years ago.

This new plan of advertising a pupil's

record is an injustice also to the teachers, for it sets the faculties of the different schools in competition with one another in a most demoralizing fashion. The general public are prone to look upon a recorded grade expressed in per cents. as a fixed value, definitely measurable, like a pound of cheese or a yard of calico; and they will estimate the efficiency of the teachers in each school by the grades that the students receive, unmindful of the fact that the standards are as various as are the teachers.

It is argued that a report of the grades written on the diploma itself is an advantage to the college or university which accepts the diploma in lieu of an entrance examination; but this is not true, and if it were it would argue a lamentable lack of faith in the accredited school on the part of the universities. The general statement that a student has accomplished satisfactorily the required work in a designated course ought to be sufficient. This stamp of approval of a high school having a good reputation is all that the higher institutions ordinarily require; if more is wanted, a special report can be made for the comparatively few who go beyond the secondary schools.

During this month and July most of the schools will be engaged for next year. It sometimes happens that teachers in their anxiety to secure places consider too lightly the defects which exist in the material conditions of the school. At the time of employment is an opportune season to call attention to any repairs or supplies which may be needed. The teacher who inspects beforehand the schoolhouse and its surroundings and who considers them as well as the salary in deciding whether to accept a position or not, is more likely to teach a good school in consequence of such foresight. Paint, plaster and window panes are no less important in their way than pedagogy.

# The Institute.

S. Y. GILLAN, CONDUCTOR.

## Notes by the Way.

BY S. Y. G.

From Washington to Pennsylvania was a long "jump" between appointments, and a journey across the continent in the winter one would hardly make for pleasure. But the modern conveniences of travel reduce the hardships of such a trip to the minimum and make the traveler forget even the possibilities of a Dakota blizzard.

Indiana County, Pennsylvania, is in the natural gas area, and is one of the larger counties of that state. It is noted even among Pennsylvania counties for the size of the audiences which attend the institutes. During the day sessions there were present from 1,000 to 1,200 persons, and at the evening sessions a much larger number. Fully two-thirds of those present were citizens other than teachers, many of them from the remote parts of the county. All who attend buy season tickets, which admit to all the sessions. In spirit and purpose a Pennsylvania institute is a sort of educational camp-meeting or Chautauqua, which brings together the teachers and the people for a course of lectures with an educational trend. It is somewhat similar to what is known in the Middle West as the "Hesperia Movement," which was recently so well described by Mr. Winship, as follows:

"Hesperia, Mich., is a village of about 300 inhabitants, and is located largely on one street, one side of which is in Newaygo County and the other in Oceana County. In this small village, twelve miles from the railroad, is an old skating rink that will seat easily about 500 persons. In this old skating rink in the first week in February for twelve years there has been held a meeting for three days and evenings. Tickets for these three evenings sell for seventy-five cents each, and every year every seat is sold within a few hours from the opening of the sale. Every bed in the village is also mortgaged long in advance.

The meeting is arranged for by two associations, one composed of the Grangers of the two counties, and the other by the teachers, but the day programs are supposed to be equally divided. Most of the teachers are also Grangers, so that as a matter of fact, the teachers get more than their share. This union of the farmers and teachers in a 'big meeting' in midwinter has been followed in other states."

Another feature of the Pennsylvania institutes is the School Directors' meeting. The directors have one day's meeting by themselves and usually visit the institute one day or more.

There is an impression in some quarters that an audience of Keystone teachers will not "stand for" anything but entertainment; but this is not correct. They are very like institute audiences the country over; they don't like to be bored with prosaic platitudes, and the rustle of inattention greets the "ponderous" speaker, but a helpful message they hear gladly.

## A Study of Plant Food Stored in Seeds.

(1) *Time.* Spring or fall term, and mainly as an opening exercise.

(2) *Aim.* To show how plants provide for propagation, and the value of good seed.

(3) *Material needed.*

- a. Corn, beans, peas, squash.
- b. Some refuse fruit cans, well cleaned.
- c. A good quality of soil.

(4) *Plan.*

a. Dissect seeds to find the germ and material surrounding it.

b. Give instruction that if any of these seeds be planted the germ will begin to grow, a process called *sprouting*, and as growth continues, the material about the germ which is mainly starch, will be used up to nourish the young plant until its roots grow out to obtain food from the soil, and its leaves grow out above the soil to obtain carbon dioxide from the air, and chlorophyll by action of the sunlight.

c. Plant these seeds in damp soil—not too wet nor too cold, and watch from day



to day that the above facts may be verified.

d. Take up plants from time to time and notice the growth of the roots, stalk and leaves; make drawings of them; describe orally and in writing as a basis for language lessons.

(5) *Results.*

a. A knowledge of good and bad seed.

b. Conditions of soil, moisture and temperature favorable to the best growth.

c. Observations upon disappearance of plant food stored up as the young plant continues to grow.

(6) *Questions.*

a. What determines good seed?

b. Effect of having soil too wet? Too dry? Too cold? Necessity of light? Why does the leaf seek the light? What is chlorophyll?

c. Will plants sprout under water?

(These questions are only suggestive of the many that may be asked.)

(7) *Suggestions to teachers.*

a. Make preparation so as to have plenty of material at hand when work is begun.

b. Start in, expecting to carry out the exercise with enthusiasm and success.

c. The child should do his part of the work.

d. Don't undertake too much at a time.

(8) *References.* James, Chapters I and II.

**"No Pets and not Petty."**

A Brooklyn school girl was asked what kind of a teacher she liked best, and she promptly replied, "one who has no pets and is not petty." It would not be easy for one of the professional pedagogs to do better. It is worthy of President G. Stanley Hall at his best, though his words would of necessity be longer. This needs no elaboration. A chapter on these words would not make more emphatic two highly important suggestions.—*Journal of Education.*

**Two Views of Consolidation.**

The consolidation of country schools into union districts supporting central graded schools is much in favor as a rule among superintendents and teachers. Whether it is a good thing or not is a question which is at least debatable. The impulsive enthusiasm of some of our educators would bring the consolidated schools with a rush if that were the only force that is operative; but the cautious conservatism of the general public must be reckoned with, and it is hardly fair to attribute their opposition or hesitation to indifference concerning the schools or to a fear of greater expense. The following presentation of the case by a contributor to *American Education*, although written for the longitude of New England, will interest all who are confronted by the problems of consolidation:

The front view of the "consolidated school" subject is altogether attractive. The hitherto neglected children of the outlying portions of the town are here seen under improved hygienic and educational conditions. No more getting-there-too-soon on zero mornings, because of a stopped clock, or an early chance to ride, and finding a locked or a fireless school-room!

No more homeward woodsy mile and a half runs by the little braves who fear nothing but wood-folk, thunder showers and darkness! For now there is rural free delivery of the children in a comfortable conveyance and by a competent carrier. What a saving of time and health, of shoes and fears! Such a gain to the town, too! for conveyance costs less than half the money needed to support the small rural schools. With the surplus, the grade schools may be better equipped.

This is, in part, the front view. People who have no children, and parents whose children have always studied in the grade magnify wonderfully the advantages schools, so adjust their lenses that they found therein.

But there is an honest "other side." The patrons of the district school are not narrowly conservative when they are unwilling that "their" school should be merged into the often overfull town schools.

The old-time district school was folded about by strong, fatherly, neighborhood arms, ever ready to defend and further its interests. Fifty teachers, and more, had



the district school in charge; parents and grand-parents, house-servants and farm-hands. All helped to carry on the school, that welcome adjunct of the home.

No arbitrary dates ruled the beginning and the ending of the school term. Each district opened its spring school when all agreed that the roads were settled, that the last and least remaining epidemics had passed away, and when all things were ready; the term closed at convenience's call—when the boys and girls were needed in house and in hayfield.

The parents provided the teacher that they thought would work hardest for their children. On the last great day of the term, truly a judgment day, the prettily decorated room would be filled with proud and expectant families. These "trundled" memories are sweet and saving to the men and women who were nurtured, not forced to grow, in the district school. The rural schools of to-day, under the direction of cultured normal and college educated women, yet retain, in modified forms, many of their practical, long-age ways, an added proof of the survival of the fittest. Unfortunately, the wide, smooth state roads do not extend beyond the villages. Ever travel on the back roads of the hill towns, just after one of Whittier's snowstorms, which are sure to come every winter? Ever see April mud that was ten times muddier than Boston mud? No? Then don't be in a hurry to send the children three or four miles along these roads to a town school. Every winter and spring there are days upon days when even the competent driver cannot safely convey the children.

In district school days, the farmer would plow the deep snows with his ox-team, taking in all the children along his road. Oxen never go to the grade school. Missing one-half the winter day in one's own district school, where the teacher has time to do individual work, and can help her pupils to find their lost lessons, is quite different from a grade school absence. A miss there, is a loss indeed, and may delay promotion for a year.

The bad road conditions make the early morning start in winter and spring imperative. The sleepy five-year-olds must be urged out of bed before it is light, to be made ready for breakfast, which they are too half-awake to enjoy. By, or before, 8 o'clock, they must start on their cold,

snail-pace drive.

"It costs more to dress our children for the town school." Does this seem a light excuse to you who hold your money in your *hand*, instead of in your *land*? Wait until you and the excuser have changed places, before you judge. The barefoot freedom, the dress, an inch too short or too long, the homely, but all-right lunch, these, and other conveniences, seem to be out of the grade-school course. The district school is a refuge for the slow child, for the one who is "different," for the older boy, who past school age, wishes to attend the winter school. Such pupils do not stay with profit in the town schools, unless they have been brought up in them. They will not bear transplanting.

The patrons of the district school ask: "Why such haste in removing the school landmarks? Why not wait until the present untoward conditions, shall change?" They say, "Our schoolhouses once held fifty children; they again may hold as many, since the prosperous farmers of North Europe, with their large families, are coming in numbers to the abandoned farms of our hill towns."

#### A Lesson in Chemistry.

FRANK H. HALL, AURORA, ILL.

##### PLANT-FOOD ELEMENTS.

1		3	
Hydrogen	H	Potassium	K
Oxygen	O	Ferrum (Iron)	Fe
Nitrogen	N	Calcium	Ca
		Magnesium	Mg
2		4	
Carbon	C	Chlorine	Cl
Sulphur	S	Silicon	Si
Phosphorus	P	Sodium	Na

The elements in group 1 are gaseous; group 2, non-metallic solids; group 3, metals. Of group 4, the first is a gas, the second a non-metallic solid, the third a metal.

The elements in the first three groups are essential to plant growth. The elements in group 4 are usually found in plants, though they are not now regarded as essential to complete development.

The elements in italic type are those

of which there is often an insufficient supply in ordinary soils.

#### HOW PLANTS TAKE THEIR FOOD.

Hydrogen and oxygen in the form of water, through their roots; carbon as a gas (carbonic anhydride), through their leaves; all the other elements as salts (nitrates, sulphates, etc.) dissolved in water, through their roots.

Leguminous plants (beans, peas, clover, alfalfa) take nitrogen from the air by the intervention of micro-organisms (bacteria) in little nodules on their roots.

#### Some Good Tests. Try Them.

Dr. J. M. Rice, who stirred up the school people a few years ago by his reports of observations made in the leading cities, recently made another tour of inspection, this time with a very definite and specific purpose in view, viz, to test the grades from fourth to eighth on a series of questions in arithmetic. The results are tabulated by cities and show a wide divergence in the ability of the pupils. A makes a very interesting article in *Our Schools*. The cities are referred to by numbers and are not named.

The problems were carefully constructed, so as to test the pupils' powers of thinking, and are of a kind to discourage routine methods. The pupil who has been trained to think will not find them difficult. The lists are as follows:

#### FOURTH YEAR.

1. If there were 4,839 class-rooms in New York City, and 47 children in each class-room, how many children would there be in the New York schools?
2. A man bought a lot of land for \$1,743, and built upon it a house costing \$5,482. He sold them both for \$10,000. How much money did he make?
3. I have \$9,786. How much more must I have in order to be able to pay for a farm worth \$17,225?
4. A man bought a farm for \$16,575, paying \$85 an acre. How many acres were there in the farm?
5. A lady bought 4 pounds of coffee at 27 cents a pound, 16 pounds of flour at 4 cents a pound, 15 pounds of sugar at 6 cents a pound, and a basket of peaches for 95 cents. She handed the storekeeper a \$10 note. How much change did she receive?

6. What will 24 quarts of cream cost at \$1.20 a gallon?

7. If a boy pays \$2.83 for a hundred papers, and sells them at 4 cents apiece, how much money does he make?

8. If I buy 8 dozen pencils at 37 cents a dozen, and sell them at 5 cents apiece, how much money do I make?

#### FIFTH YEAR.

1. How many feet long is a telegraph wire extending from New York to New Haven, a distance of 74 miles. There are 5,280 feet in a mile.

2. A merchant bought 15 pieces of cloth, each containing 62 yards. He sold 234 yards. How many dress patterns of 12 yards each did he have left?

3. A flour merchant bought 1,437 barrels of flour at \$7 a barrel. He sold 900 of these barrels at \$9 a barrel, and the remainder at \$6 a barrel. How much did he make?

4. Frank had \$3.08. He spent  $\frac{1}{4}$  of it for a cap,  $\frac{1}{7}$  of it for a ball, and with the remainder bought a book. How much did the book cost?

Also 2, 6, and 8 of Fourth Year list.

#### SIXTH YEAR.

1. If a train runs  $31\frac{1}{2}$  miles an hour, how long will it take the train to run from Buffalo to Omaha, a distance of 1,045 miles?

2. The salt water which was obtained from the bottom of a mine of rock salt contained 0.08 of its weight of pure salt. What weight of salt water was it necessary to evaporate in order to obtain 3,896 pounds of salt?

3. If a map 10 inches wide and 16 inches long is made on a scale of 50 miles to the inch, what is the area in square miles that the map represents?

4. A gentleman gave away  $\frac{1}{7}$  of the books in his library, lent  $\frac{1}{6}$  of the remainder, and sold  $\frac{1}{5}$  of what was left. He then had 420 books remaining. How many had he at first?

Also 6, 7 and 8 of Fourth Year, and 7 of Fifth Year list.

#### SEVENTH YEAR.

1. A farmer's wife bought 2.75 yards of table linen at \$0.87 a yard and 16 yards of flannel at \$5.5 a yard. She paid in butter at \$0.27 a pound. How many pounds of butter was she obliged to give?

2. If coffee sold at 33 cents a pound gives a profit of 10 per cent., what per cent. of profit would there be if it were sold at 36 cents a pound?

3. Sold steel at \$27.60 a ton, with a profit of 15 per cent., and a total profit of \$184.50. What quantity was sold?

4. A fruit dealer bought 300 apples at the rate of 5 for a cent, and 300 at 4 for a cent. He sold them all at the rate of 8 for 5 cents. What per cent did he gain on his investment?

5. If a woman can weave 1 inch of rag carpet a yard wide in 4 minutes, how many hours will she be obliged to work to weave the carpet for a room 24 feet long and 24 feet wide? No deduction is to be made for waste.

Also 6, 7 and 8 of Sixth Year list.

## EIGHTH YEAR.

1. Gunpowder is composed of nitre 15 parts, charcoal 3 parts, and sulphur 2 parts. How much of each in 360 pounds of powder?

2. The insurance on  $\frac{2}{3}$  of the value of a hotel and furniture cost \$420. The rate being 70 cents on \$100. What was the value of the property?

3. A man sold 50 horses at \$126 each. On one-half of them he made 20 per cent., and on the other half he lost 10 per cent. How much did he gain?

Also 6, 7 and 8 of Sixth Year, and 6 and 7 of Seventh Year list.

## A Few Notes.

Stop your pupils from interrupting you during a recitation. Firmly and positively stop it, that's all.

\* \* \*

A lively song is a valuable means of dispelling the afternoon dullness on the part of teacher and pupils, let more teachers try it.

\* \* \*

A recitation where the pupils tell what they know without being led by constant questioning is a "consummation devoutly to be wished."

\* \* \*

To place questions on the blackboard for the help of pupils studying their geography or history lessons leads to good study and good recitations. The plan can be varied by allowing the pupils to make the questions.

\* \* \*

Too long reading lessons bring these results: 1. The recitation consists in simply reading the lesson through without attention to meaning or expression. 2. The pupils get through their readers too soon. 3. The practical value of such reading is very small. Short lessons well learned and carefully recited are better.—Our Schools.

## Philippine Education.

To educate the Filipinos, without using to the full their languages and their literature, the thousandfold stimuli of their environment, their racial temperament and ideals, their past history and natural ambitions for the future, is to stunt them in body, mind and soul. We have let loose

upon them the soldier, the trader, the schoolteacher and the missionary—and we talk about education! The brain-cure we are treating them to at the hands of our teachers is worse than the "water-cure" our soldiers gave them.—Pedagogical Seminary.

## College English.

The following application is from an aspiring young man who is a product of a leading college. It is given verbatim, except that names are omitted:

—, Iowa 4-20-03.

Supt. —, —, Iowa.

My Dear Sir: I have been informed of certain vacancies in your — corps of teachers, since I graduate from the classical Course, — College, in June 03. Pursued course in Normal teachers training course here—Including Methods, Psychology, History of Education, & Art of teaching, besides collegiate preparation in Classics, Literature, Science, History, —etc. Also have had working in Summer school work in connection with high school there so also since my graduation from there have been well in touch with work being done. So am better prepared to be of service to you. If Science department is to be open I prefer that; but prepared to supply other positions.

Enclosed recommendation from Dr. — copies also sent to Mr. —.

Hoping, trusting that my name May be justly considered as an applicant

I remain Yours Respectfully

—, —, Ia. P. S. In case you wish to know of my work in schools there I refer you with impunity to Miss — or —.

## THE TESTIMONIAL.

Mr. —, who will graduate from — in June, has spent four years in college and his course has been broad and thorough. He studied and worked two years in my department and I gained an accurate knowledge of his scholarship and ability. I found him a conscientious pains-taking and successful student, and I believe he has the mental training, the knowledge and all the qualities which make the successful teacher.

Respectfully, L. J.

Consider for a moment that this student is to graduate from the classical course in one of our best and largest colleges; that there are twenty-five grammatical errors in the letter, not counting faulty construction; that the "Dr." states that the young student is "broad and thorough"; that he is "pains-taking" and has the "knowledge and all the qualities that make the successful teacher."

Well, the "Dr." made a mistake. What

constitutes being "justly considered as an applicant" under the circumstances?

Now for a parody on Wordsworth's "Milton";

Shakespeare! thou shouldst be living at this hour;

English hath need of thee; she is a fen  
Of stagnant waters; altar, pulpit, pen,  
Fireside, high school and college,  
Have forfeited their ancient English dower  
Of strength and ease of utterance.

Oh, rise up, return to us again!

Thy soul was like a star, and dwelt apart.  
Thou hadst a voice whose sound was like the sea;

Pure as the naked heavens, majestic, free,  
So didst thou travel on life's common way  
In cheerful godliness; yet "trippingly on the tongue"

Thou saidst it well. We've gone astray.

Lead thou us back, then on; we've need of thee.

F. H. BLOODGOOD.

Waterloo, Iowa.

#### Cleanliness and Health.

The efforts of officials in certain cities to enforce ordinances to prevent spitting upon floors and sidewalks are worthy of commendation and deserve the hearty support of all people. This movement is in the interest of health as well as of decent manners. The college president, although somewhat of a punster, was right when he said that students who expectorate upon the floor cannot expect to rate as gentlemen.

Booker T. Washington is performing a valuable service in the interest of a better civilization as he preaches to his race the necessity and frequent use of the bathtub. Water, good soap and bath-tubs, when properly used, are civilizing agents as well as the means of promoting health. This is no new idea. The most advanced of ancient nations appreciated the value of cleanliness, and provided public baths for all the people.

While cleanliness is important for the sake of being clean, it is a means of preventing the spread of contagious diseases among children at school. Tactful teachers can do much in training pupils into habits of cleanliness. Teach children the necessity of keeping hands, face and finger

nails free from dirt. Teach them to keep books clean and not to spit upon the slate, or put any object used in the schoolroom into the mouth. In a number of cities, circulars have been prepared by boards of health and sent to the schools for both teachers and pupils, calling attention to many unsanitary as well as unclean habits of children which should be corrected, not once, but continuously until cured.—J. H. Collins, in *School News*.

#### Raising Butterflies.

If you want to interest the children, "raise butterflies." Our "caterpillar's home" is a shallow, oblong box, with slender grooved uprights at the corners; into these grooves are slipped glass sides. The box is filled with earth and the top covered with wire netting. During the months of September and October the children were busy finding occupants for "the home." They were happy and the caterpillars did not seem unhappy. We wanted a milkweed caterpillar, as that will spread its wings in a few weeks.

One day in the middle of September our search was rewarded and into "the home" went two four-horned crawlers. The milkweed caterpillar is about one and one-half inches long, has black, white and yellow rings around its body, with two slender black horns at either end. It lives on the milkweed found along streams or in other damp places. We gave ours plenty of fresh milkweed and in two days we saw suspended from the wire "the beautiful green house with golden nails." The other caterpillar soon followed the example of its companion, and in two weeks we had two beautiful Archippus butterflies. We let them fly away.

"Fly away, butterfly,  
Fly away home;  
The summer has left us  
And autumn has come.

"So fly away, butterfly,  
Fly far away  
To the land where the sunshine  
And sweet roses stay.



Two other caterpillars went to sleep, and in the spring showed us a *Papilio Turnis* and a *Papilio Asterius*. One obliging caterpillar spun a cocoon and we had a beautiful moth. My second year children will never forget the pleasure of this experience.—May Robbins.

#### Untrue and Unfair Histories.

The following from the pen of Dr. E. C. Hewett, in *School and Home Education*, points out some blunders that have had wide currency through the careless or inaccurate statements of historians and public speakers, especially the latter:

#### SOME BLUNDERS.

I think it is worth while to call the attention of teachers to two or three wrong notions pertaining to the history of our country, which seem to be firmly lodged in many minds, and against which pupils should be fortified.

We sometimes hear it said that the Puritans of Massachusetts burnt witches. So far as I know there is not a scrap of evidence that this is true. A few, a very few, persons accused of witchcraft, were hanged on that charge in Massachusetts; but I have yet to learn of the first instance of a human being burned alive anywhere in New England, either under pretence of law, or by a mob.

The Puritans of Massachusetts did persecute some people for their religious opinions, even down to the nineteenth century. But there is a common mistake regarding this, for we often have the Pilgrim Fathers charged with this persecution. The fact is the Pilgrim Fathers at Plymouth, and the Puritan colony about Boston were, for seventy years, as distinct and separate as the states of Illinois and Indiana. And I have never learned that the Pilgrim colony was guilty of persecution for religious opinions, although such persecution was common, in all those years, on both sides of the Atlantic.

But, perhaps the most pertinacious and unreasonable blunder of this kind relates to our Civil War and the extinction of slavery. How often have I heard or read that the Civil War was waged for "the extinction of slavery," and that "Lincoln freed the slaves by a stroke of his pen!" Both statements are utterly false. The war was waged for the preservation or restora-

tion of the Union; and the extinction of slavery was an incidental result. Lincoln's Proclamation did not abolish slavery. It freed some of the slaves in parts of the country that were in rebellion; and it was issued simply as a war measure. Slavery was abolished by the adoption of the Thirteenth Amendment to the Constitution.

Many fail to make any distinction between Lincoln and the "Abolitionists" so-called, the followers of Garrison and Wendell Phillips. These men were as earnest opponents of the Union as Jefferson Davis. It was a common thing for them, in their yearly gatherings, to denounce the Constitution in the bitterest language, and to burn a copy of it publicly. Nor should they be regarded as, in any sense, supporters of Lincoln. Douglas and many other Democrats were far better supporters of Lincoln and his policy than they.

Errors like the foregoing are propagated chiefly by means of incidental references by writers and speakers. But another equally unfortunate and prejudicial bias is given to the minds of young Americans by a certain bitterness of spirit that runs through much of the historical literature that is used in our schools. Touching this subject, the *School Journal* says:

The matter of sectionalism, rancor, and lack of perspective in school histories written in the United States has been discussed at great length. The faults still exist, however, even in the histories appearing at the present time. Perhaps the narrowness of view has been most apparent in the writing up of the history of the civil war. It can hardly be denied that 99 per cent. of the books in use in the schools give anything but a fair view of the Mexican war. Yet the most surprising bit of rancor of all is exhibited in the statements made concerning the American revolution. The accounts have grown increasingly mild during the last generation, but they are still conducive to unjust hatred of the mother country.

The bitterness shown in regard to that part of our history is all the more surprising because we won the contest with England. If we had been beaten our feelings might be more comprehensible, but even then the idea of bearing enmity after a fair fight is not exactly in harmony with the rules of conduct a teacher would lay down for her pupils.

After a careful examination of a typical English text-book which treats on the American revolution, we find that the British school boy is taught to regard the whole affair in a very different light from that presented to his American cousin. A few extracts will suffice to show the correctness of this statement:

"Riots broke out in Boston in 1768. The assembly of Massachusetts was dissolved, for its opposition and associations were formed to forbid the use of the taxed articles. The government gave way; but in an evil hour the tea duty was retained when the others were repealed; and new irritation was aroused by the harsh tone in which Lord Hillsborough, the colonial secretary, announced the concession.

The restriction of the charter of Boston completed the breach between the government and the colonies, whose cause was supported in the English Parliament by Chatham, Edmund Burke, and Charles James Fox. In spite of their warnings, measures of coercion were adopted, and the first blood was shed at Lexington in a conflict of the Massachusetts militia with the troops of General Gage, who was soon after blockaded in Boston by 20,000 New Englanders.

We cannot here follow the details of the war, which was maintained under Washington with unflinching resolution, tho he was often reduced to the greatest straits. The capitulation of General Burgoyne at Saratoga turned the tide of war in favor of the Americans and induced Louis XVI. to declare openly for their cause. Himself imbued with the theories of liberty, which the French of all ranks had learned from Voltaire and the encyclopedists, the young king, who had succeeded his grandfather in 1774, had already permitted the Marquis de La Fayette and other young nobles to enter the American service.

In consequence of Chatham's death, Lord North retained office, intrusting the seal to Lord Thurlow. The Americans refused overtures which came too late, and the war lasted another five years.

On the continent of America the English gained great successes, but neither their forces nor their tactics were adequate to subdue a nation in arms for its freedom.

England has since learned how good a thing it was thus to part, in order to form anew the ties which unite free peoples. The products of American wealth have supplied our wants and supported our industry, and we have learned to watch with sympathy the progress and trials of our sister nation.

These extracts reflect the sentiments that are inculcated in the English school boy. The judicially fair account of the episode in English history exhibits no signs of the ill-feeling which the American history too often exhibits. Credit is given where credit is due and honor is paid to our heroes. Perhaps in the process of our

evolution our own histories will approach this spirit in their treatment of American history as a whole, and sectional histories will disappear.

### Word Building.

Write a word on the board and let the pupils write as many others made from the letters of this word as they can. Take, for example, the word *burrowing*. Give two or three minutes to write all words beginning with *b* and made up of letters found in *burrowing*, then the same time for those beginning with *u*, etc.

Lists like these will be written:

bur	urging	orb	nor
bring	row	our	now
bun	ring	own	nub
bung	rub	wing	gun
brow	rob	wrong	gnu
bow	rug	wring	gin
boring	run	wig	go
burn	rung	won	gown
bog	ruin	win	grow
born	robing	in	grown
burg	owing	iron	grub
urn	or	nib	grin

The question, Is it a proper word? will sometimes arise, and thus there will be an incentive to make the acquaintance of the dictionary.

The exercise may take the form of a game, in which each pupil is credited with the number of words he has found. Then each may read his list and define any word reported.

In selecting words to start with, it is best to take those that have several vowels and some liquids, such as, *farmer, furnace, carpet, salted, fearing, millinery*.

### A Pronouncing Game.

Have a picture of a house drawn on the board. Fill the side of this house with words suited to the needs of the pupils. Call the exercise a house cleaning day. Require each pupil called upon to select some word which he can pronounce properly, and if he succeeds in getting the right pronunciation, allow him to step to the board and erase the word. When all the words have disappeared the house is cleaned.—The Educator.



### The Dog and His Relatives.

[For several years the University of Illinois has issued monthly bulletins on farm crops, farm animals and other topics of special interest to teachers of the elements of agriculture. The following is from one of these leaflets by Prof. Davenport. Both the subject and the admirable style in which it is written make it interesting for supplementary reading either in a country or a city school.—EDITOR.]

The dog is a relic of other days—of the days and times when men got their living not by farming and stock-raising but by hunting. He is one of the first of the wild animals to be domesticated, if not the very first.

In those days of savage and primitive men before guns were made the hunter must come close to his game before he could kill it. Now man was not the only being that lived by hunting. Many animals are great hunters. All animals are therefore much harassed by others who would eat them, and must be shrewd and skillful in keeping away from their enemies. If they were not, that kind of animal would soon be killed off and the species become extinct. And so it always has been that wild animals are difficult to take, for every one of them has some means of self-protection, else it could not live at all. Some can fight, but most of them depend upon hiding or upon flight, either with legs or wings.

Man is not a very fast runner. He never was and never can be; neither has he the power to smell sufficiently to trail by scent. So he was early in need of help. He did not fail to notice what skillful hunters the wolves about him were—how they hunted in large numbers, working together to surround game in a large circle growing gradually smaller and smaller as they circled round and round it, until at last the game was so completely hemmed in, and the circle was so small that no matter in what direction it might turn to escape it was faced by two or three wolves. Then as the circle grew fatally smaller and smaller the end was near, and whether the game attempted at last to run or to fight, the result was the same—the whole pack was on

his back and he soon furnished a meal for the wolves, any one of which would have been no match for him alone, but having the sense of shrewdness to work together they made a company that nothing yet created can resist.

The hungry man noted all this. He had seen it going on time after time when he himself had been unsuccessful. He tried the same plan with his own kind, but men could not run fast enough, they could not trail, and neither could they fasten upon and bring down the game at the last. All things pointed to a partnership between the man and the wolves—not that the wolves needed it, but because the man needed it. So he caught a lot of young wolves, treated them kindly, fed them well and raised up a pack of wolves for himself.

Nor did it take long to train them to hunt for him. All he had to do was to let them carry out their natural hunting instincts, then rush in at the last and claim the game himself—a thing he could do with his tame wolves, but that would have cost him his own life if he had tried it with the wild ones.

And so men came to have not single dogs as now, but packs of tame wolves, from which have descended, by breeding and selection, all the many kinds of dogs we now have. From the fact that both wolves and men were in nearly all parts of the earth this thing has been done not once but many times and with very different kinds of wolves. So it is that we had a good many different kinds before we began breeding, the greatest differences depending upon the kinds of wolf from which they were developed and the amount of the blood of the fox that was worked into them, for of all the relatives of the wolf the fox is most noted for his cunning, and he has contributed his share to the blood and nature of many of our dogs.

When this man had secured a good stock of tame wolves (dogs) he set about to exterminate the wild wolves as the most dangerous of all the enemies to his game; his

dogs soon learned to help him hunt their own wild brethren and were as willing to enter into that as any other sport. No qualms of conscience troubled them, and to-day if a wolf hunt is held dogs are essential to success.

The dog was domesticated for hunting purposes, and strange differences have been developed, depending upon the particular elements of dog nature most needed under the various conditions of the hunt. For instance, the bull-dog has been developed to hold on regardless of any amount of pummeling he might get, but he is neither very fleet nor very keen of scent. The fox-hound has been developed for his fleetness in hunting the fox for sport, and the blood-hound for his wonderful power of scent. This dog is so named from being "blooded" or well bred, and without reference to any blood-thirsty characteristics as is often supposed; on the contrary, he is one of the mildest of dogs, but so keen is his scent that once given the desired trail he will follow it through the most crowded street or the thickest tangled brush many hours after it was made and even though covered up and confused with many others.

Hunting birds with dogs is difficult business to teach, for the bird can so easily escape. The dog may be very useful, however, even in bird hunting, as he has been trained, not to try to catch his game but to locate it, and when sighted stand perfect still and "point," thus giving the location of the birds.

These are but a few of the many extreme qualities that have been bred into these tame wolves by long breeding and careful selection. Some like the water, others avoid it. Some thrive in the warmer countries, though the dog kind is most at home in the higher latitudes, and the Esquimaux dog is a notable example of the dog that works, and without which polar expeditions would be impossible.

As hunting has been abandoned except for sport, the usefulness of the dog has

declined until his relation to man is very different from what it was in former times. The most useful business left for the dog is the watching of property and the herding of sheep; and of all dogs none are more intelligent or better bred and trained for their business than the shepherd dogs, especially the Scotch collies.

The qualities needed for a good shepherd dog are very near to those that make the natural instinct to hunt, but the action must be robbed of all fierceness; there must be no killing and therein lies the need of great intelligence on the part of the dog, and care and patience on the part of the trainer. So sensitive is the collie that he will not endure scolding, even the slightest. He will take direction, even punishment, but one scolding takes away his spirit forever.

The long and intimate relations that have existed between the dog and his master have intensified if not developed his natural mental qualities to a high degree. They have hunted together; feasted and fasted together. They have shared the last morsel together, and have fought, bled and died together. They have endured storm and exposure together, and have shared the same shelter and warmed themselves by the same fire on many a stormy night.

No other animal ever held so intimate relations with man, and it is not strange that he exhibits many of man's traits of character. He is the only animal that will look a man straight in the face and detect his state of mind by the expression of his countenance.

This animal, descended from one of the fiercest and most relentless of wild animals, has, through his long and intimate association, developed that least to be expected character, affection, and this, too, to a degree not exhibited by another known animal and by few human beings. This intense and even blind affection; this capacity of entering into the moods of men

is what has given him a high value as a companion and a pet. He is the most demonstrative, the most affectionate and the most constant of creatures, generally reserving his best allegiance to some favored individual. "A dog that is everybody's dog is no good dog" is a good "dog maxim."

This faithful allegiance to his master, whether a worthy person or not, does not always depend upon good treatment, provided the abuse is not constant, except with the best bred strains which resent abuse and break off diplomatic relations instantly and for all time if ill treated, and even fall into melancholy and permanent loss of spirits if scolded. Indeed there is good evidence of dog suicide in extreme cases. The dog is a true friend, who will die for his master, or, as many have done that I have known, mourn himself to death on the grave of one he loved and served.

The dog is too highly organized to be safely abused, or to be carelessly bred. Criminals and tramps are developed among dogs as among men by bad breeding, idleness and lack of training. The dog has become an animal of such consequence that he must be treated with care and intelligence or he will be likely to do damage. He is too intelligent to be safely neglected.

Though his usefulness will never again be as great as when the food of the people depended largely upon his skill and industry as a hunter, yet his capacity for close and sympathetic companionship will always make him a favorite pet, and all indications point to the assumption that he will always be retained as an especially favored domestic animal. He has no near relatives among our farm animals, and has few wild relatives, even remote ones, except the wolves and foxes, one of the nearest, being the jackal, a most unworthy cousin in every respect.

Wolves and foxes exist in so many varieties in different parts of the earth, and

they all breed together and with domestic dogs so freely that the dog relatives are and have always been very many. Of all the wild stock from which dogs have sprung nothing is so near the common dog as is the dingo of Australia. This is most likely because for many thousands of generations he has lived upon an island and with no wild animals at all difficult to capture or to overpower. So he has not developed the fleetness of the Asiatic wolf whose food was wild horses, or the fierceness of the timber wolf, whose game was difficult to take and often likely to give battle.

#### Another of Bardeen's Fables.

This is No. 61 of the School Bulletin Fables. Most of the other sixty are also not half bad:

"My friends tell me that is my single fault," the new teacher said gushingly to the grizzled superintendent, who had warned her she was too voluble.

"A single fault?" he repeated. "You remind me of the Austrian princess."

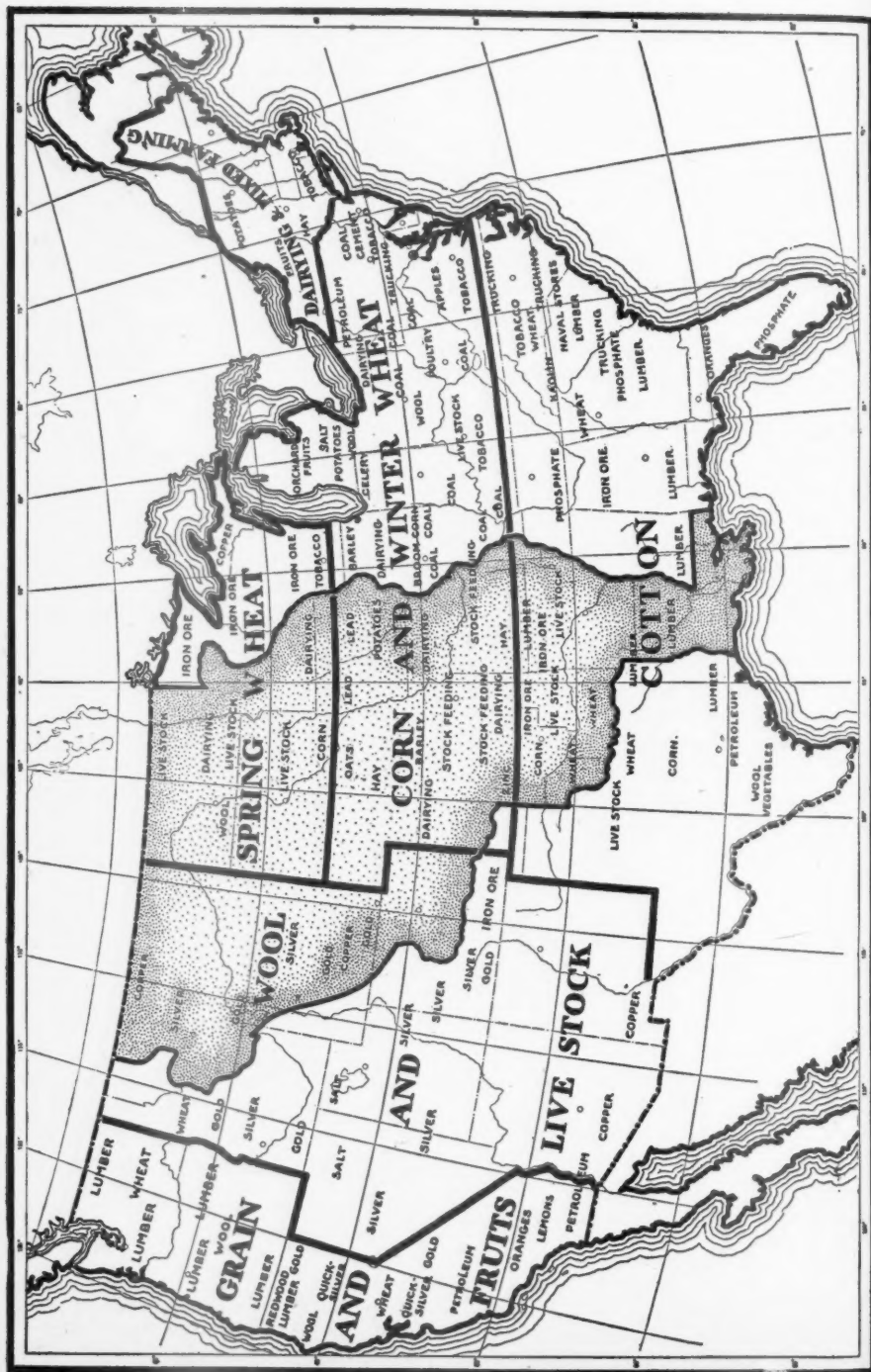
"Who was she?" asked the teacher, flattered at the comparison.

"Why, a trainer of educated fleas was giving an exhibition before the Austrian court when suddenly he manifested distress. On inquiry he said that one of his best fleas had escaped, and when urged to tell what had become of it, said, with embarrassment, that it had jumped upon this princess. She good-naturedly offered to retire and get it for him, and presently came back holding it between her fingers. But when he took it his distress was greater than ever; it wasn't the right flea."

"Is there some point to the story?" asked the teacher, hotly. "I don't happen to see it. I never had a flea on me in all my life."

But the superintendent smiled and walked away.

This fable shows that we sometimes have more fleas and more faults than we are aware of.



**Special Lessons in Geography and History for the Coming Year.**

Throughout the Mississippi Valley a large number of people will attend the World's Fair at St. Louis some time during next summer. The Exposition will be the subject of much newspaper comment and of many magazine articles. It will, therefore, be a specially fitting and opportune time to make a study of the Louisiana Purchase, both as to its history and its geography, at some time during the year. On the opposite page is a map showing the outlines of the region acquired by that famous purchase. Can you name in the order of size the five states of largest population lying within this territory? The five largest cities? The five leading products and the approximate yearly value of each?

In area the "Purchase" is considerably larger than the thirteen original states. This region produces nearly half the total corn crop of the United States, more than half the wheat, and more than a third of the oats. Missouri has a larger population than the thirteen colonies had at the outbreak of the Revolutionary War. Colorado, about half of which lies in the "Purchase," produced last year more gold than the whole United States had produced up to 1848—a total of \$28,000,000. The total output of the mines of Montana up to the present year is estimated as worth \$1,000,000,000. The value of the corn crop of Iowa last year is fourteen times as great as the price paid to France for the whole tract.

As a beginning, to get your pupils interested in this subject, place on your school reading table a copy of the *World's Work* for May.

**To Make Mucilage.**

One ounce of gum arabic; soak in a pint of lukewarm water three hours, then bring slowly to a boil. Simmer gently one hour, strain, add a tablespoonful of alcohol and thirty drops of carbolic acid to keep it from souring, and bottle.

**Dr. Bascom's Deliverance.**

When Dr. John Bascom, of Williams College spoke his mind freely at the jubilee meeting of the Wisconsin Association at Milwaukee on December 29, the press and a few men spoke suddenly and intensely their disapproval; but he laughs best who laughs last, and the better forces are well-nigh unanimous that a church or college has no more right to receive stolen goods than has a pawnbroker. In the more calm discussion no names are called, and no institutions are under discussion, but clean money is as indispensable as clean hands; a man can no more buy a reputation for benevolence with the highwayman's receipts than the more vulgar highwayman can buy jewels for his mistress with his ill-gotten gains.—*Journal of Education*.

**Football Victims.**

The record of 1,374 football teams made up of college students and including 23,000 members, shows a total of 654 injuries in the past ten years, so serious as to stop their college work. The number of deaths is not reported. These data were collected by the Maryland Medical Journal. Commenting upon this, another prominent medical journal says:

What is the gain to offset the 654 serious injuries by football that could not be also attained by more gentlemanly and sportsmanlike games? And lastly, another question: Are the morals, direct and indirect, of this form of sport such as one would like to see ruling in our business and social life?

Apropos of the craze for athletics in the universities the following bit of satire from *Life* is timely:

**CATECHISM UNIVERSITATIS FUTURAE.**

Question: What is a college?

Answer: A college is an organization of athletes controlled by the Tobacco Trust.

"What is its purpose?"

"To teach endurance of the trial by Gridiron, and instill a healthy disrespect of the human organism."

"How does it originate?"

"Some originate in the minds of benevolent



men; a few in the Church, and some in oil. Oil is standard."

"What is a Professor—that is, a proficient one?"

"A proficient professor is one who for the minimum salary will give the most dignity to official occasions. His duties are to occupy a conspicuous place in the catalogue and appear at all league games."

"What is a student?"

"The word is a mishomer."

"Explain."

"It was formerly applied to youths who were so foolish as to seek for knowledge in books. It now signifies a collection of pipes, walking-sticks, and wearing apparel."

"What is commencement?"

"Commencement is a pretty masquerade, in which the members of the class express their sorrow at having to work at last by appearing in black gowns. To those deserving, a parchment is given, containing statements of their weight, hight and horse-power."

"What does this 'student' do now?"

"He secures a job in the Old Man's office, and spends his old age in Scotch and recollections."

#### Bookkeeping in Rhyme.

(From Thornton's Bookkeeping.)

##### REAL ACCOUNTS.

You cannot well go wrong, if you think what you're about;  
For you Debit what comes in, and Credit what goes out.

##### PERSONAL ACCOUNTS.

Debit all Receivers, who receive—no matter what,  
Services, or Goods, or Cash—the smallest little jot.  
Credit all the Givers; those who give you any thing,  
Or favor or advantage to the house of business bring.

##### BALANCE SHEET.

Assets are Debits; keep that very clear;  
Liabilities as Credits should appear.

##### PROFIT AND LOSS.

Debit your Losses, and credit your Gains;  
Errors avoiding by thinking and pains.

##### SUBSIDIARY ACCOUNTS.

"Balance" and carry to Profit and Loss;  
Always remember to carry across.

##### HOW TO BALANCE GOODS.

- (1) Enter Stock Value on Creditor Side.
- (2) Balance by rules, that are given as guide.
- (3) Goods carry down to begin the next year.
- (4) Profit in P. and L. ought to appear.

##### HOW TO PROVE.

If the Books are Proved, as they always should be,  
Capital and Balance Sheet will certainly agree.

##### DISCOUNTS.

With "Discounts or Bad Debts" remember well  
That *after* Cash (or Bank) comes P. and L.

##### DISCOUNTING BILLS.

Both the Discount and Bank (or Cash) debited  
are  
When you discount a bill. But you credit B. R.

##### BILLS.

Debit the Drawer (if not drawn by "Me."  
And then it's the Bill that must debited be).  
Credit Acceptor (but credit B. P.  
Whenever the Bill is accepted by "Me").

##### BILLS PAID OR DISHONORED.

When Bills are duly paid—no entry for the man;  
But Cash and Bill alone is the only proper plan.  
Debit the man for a dishonored bill;  
Credit B. R., for its value is "Nil."

##### BAD DEBTS.

Composition is not *Loss*. Perhaps the cash you'll see.  
In one or several dividends, just as the case may be,  
The "Balance" (*after* these are paid) you carry to B. D.

#### Story of a Half-Bad Drop of Water.

Once upon a time Raindrop left his home in a white cloud and tumbled earthward. Down, down he came. He struck on a narrow leaf that grew on a willow bush that hung over a pond. Aslant drooped the narrow leaf still more, so heavy was Raindrop. Breathless from his swift plunge, he tried to cling to the teetering green thing upon which he had landed, but instead he slid off into the water pool. Here he stayed long days while the sun shone hot and summer days whirled by. And here—I am sorry to have to tell it—he got into bad company.

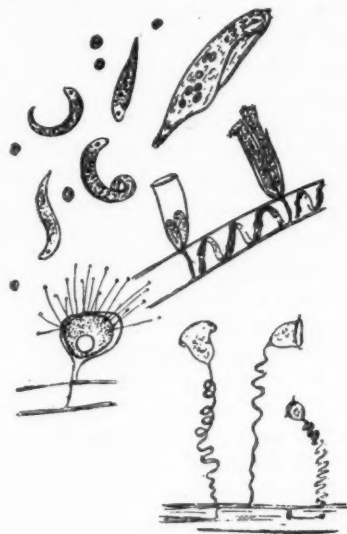
About this time along came the Inquisitive One. She—Inquisitive Ones, as you know, are always she—leaned over and looked into the pond; then she got a long stick and poked about in the scummy water, whereupon she picked up Raindrop, bad company and all, and carried him away with her into captivity.

In a little glass cage she put him, under a great glass eye at the end of a long glittering tube. And here she kept him. Every now and then he saw her peeking at him through the shining eye; and every time Inquisitive One looked she saw some of the bad company he had been keeping. How ashamed Raindrop felt! He became pale and faint and gradually shrank up into himself more and more.

But Inquisitive One did not mind that. She took great delight in staring through



the shining eye at her little captive; and when she saw the troops of tiny scared things Raindrop had brought along with him, she turned and twisted him about more and more, searching for every one. And here are the funny little creatures she found:



First, a dozen tiny green balls appeared, darting hither and thither, whirling madly around like a boy's top. "Ah-ha!" she cried, "you are trying to get out of my little glass cage! But I've got you tight and you never can!" She did not know they were only taking their ordinary gymnastic exercises, and that they whirled every bit as madly in the big pond where she had found them.

Then, very deliberately and systematically turning summersaults, faithfully trying to tie himself up into knots, though never quite succeeding, came a strange little creature, green, with a wonderful brick-red eye, so large and so red that the Wise-Ones-Who-Know call him *Euglena*, which they say means "with a beautiful eye." "Oh, you queer little fish!" cried Inquisitive One; and she watched him curiously till he tumbled out of sight.

Next, she saw an oblong jelly-like crea-

ture, lazily skimming about hunting a bit of greens to eat—or anything else, since his taste was not very epicurean. So clear he was, Inquisitive One looked right straight through him and saw everything he swallowed. "Oh, dear me! You're eating up all the green balls!" she cried. And sure enough he was.

But Inquisitive One did not have time to feel sorry for the whirling balls that didn't whirl any more before she noticed a long thread with pretty green spirals running through it. "Oh, I know you—I've seen you before!" she thought in a satisfied way, "but you! what are you?" Sure enough! Clinging tight to the green thread were two tiny cups. They weren't green, nor they weren't red, nor they weren't yellow; in fact, they weren't any color at all. But they were very much alive—at least the things in the cups were. Cautiously, oh, so cautiously, up from the bottom of the cups they stretched, opening from the top like a morning glory, and fluttering from their edges an almost invisible fringe, hoping, I fancy, to sweep in a chance scrap of food. But, lo! something frightened them! What it was Inquisitive One didn't know. She had scarcely dared to breathe so interested she was. Down dropped the trumpet-shaped creatures, quick as a flash, like a prairie dog into his hole. For a time they lay very still in as small a ball as they could be, at the very bottom of the cups. By and by, their courage returning, they did the same thing all over again.

On another green thread grew another queer creature. He looked like a pin-cushion on a stalk, and in his middle was a bubble that went away and came back again, playing hide-and-seek all the time and never growing tired.

Puff! Inquisitive One jumped. Then she looked again. "I declare!" she exclaimed. "If it isn't a church bell on a rope, but all hanging upside down! Who ever heard of such a thing? A bell that shuts or opens, and a rope that straightens

out or kinks up like a corkscrew; how odd! I'll call it a bell animal." And she wasn't so very much out of the way, for the Wise-Ones-Who-Know say "Bell Animalcule."

Just then, however, the supper bell rang. Inquisitive One went away, for she was very hungry; she forgot all about her captives under the long tube. Next day when she came back there was nothing in the little glass cage except a wavy dark stain. "Where have they gone?" she said. Do you know?—Mrs. Ida S. Fargo, in *Oregon Teachers' Monthly*.

#### Developing New Words.

Dr. J. M. Rice described the so-called development method of teaching new words, which he said was typical of primary schools of New York City, as follows:

"Each new word is taught by the development method. To develop a word before the child is allowed to read it means practically to tell the child the name of the new word. For example, if the teacher desires to develop the word 'boat,' she will say in substance: 'The other day I went down to the river and I saw something with a whole lot of people on it floating on the water.' She then writes the word 'boat' on the board and asks, 'What do you think this word is?' One child will say 'Ship'; another will say, 'Steamer,' and a third will say, 'Boat.' In this way the word 'boat' is developed. Many teachers really believe that when the child thus reads the word 'boat' he has succeeded in finding it out by himself. The word 'dog' is developed by telling the children that it is something that says 'bow-wow,' and the word 'cow' by informing them that it is an animal with horns and says 'moo.'"

Dr. Rice declared that as a result of this method the children were scarcely able to recognize new words at sight at the end of the second year. That was some years ago, and no doubt the methods employed in New York at present are much more rational. But the "development" of words in the reading lesson still persists in many places, and is even taught in some normal schools by training teachers. A county superintendent visited a school taught by a lady who had recently been a student in

a normal school and who had not yet got beyond the note-book stage of pedagogic evolution. One "principle" which the teacher of pedagogy had impressed on her was that every new word must be developed; and on final analysis of the doctrine, "develop" meant a resort to some trick, device, hint or suggestion by which the child might be induced to speak the new word without being told it in a plain, straightforward manner.

The superintendent had himself been a teacher—somewhat old-fashioned perhaps, but fairly successful. When he wanted to teach the word *sheep*, he wrote it on the board and said to the children: "This is the word *sheep*; look at it carefully so you will know it wherever you see it." Then he had them speak the word and find it in groups of other words among which it was written. He had analyzed the process of teaching reading by the word method, and reached the conclusion that there were only five things to do with each word, two by the teacher, viz, *show, tell*; three by the child, viz, *look, speak, remember*. But when this lady taught the word *sheep* she said, "Now children, I am going to make the chalk tell you the name of an animal (writing) that is covered with wool. What is the word?" And when they all answered, "sheep," she was delighted to find how well the "normal method" worked, for had she not "developed" the word? Had not the children given it without being told? And was it not all in harmony with the corkscrew theory of education—*educere*, to draw out?

But on the day of the superintendent's visit, the new word was *get*, and she began, "Now, children, I am going to make the chalk say a new word to-day, and I want to see how many of you will know what the word is when I write it. One day a little boy going through the orchard saw some fine red apples high up in a tree, and he wanted to get the apples. How do you suppose he could get them?" Several hands were raised; one boy said he would

climb the tree, another would throw a stick at the apples, another shake the tree.

"Which would you like best, to see the apples or to get them?" "Get them," they all answered. The teacher continued: "This little boy's sister went down beyond the orchard to the pond, and away out on the water she saw a beautiful pond lily; she wanted to get it for her mamma. How do you think she tried to get it?" Various expedients were suggested. "Which would you rather do, see the lily out in the pond or get it? The verdict was unanimously in favor of the latter alternative. The children were now all eagerness to speak the new word at sight. The teacher turned to the board and quickly wrote the word *get*. "Now, children, what is it?" And they all answered, "Lily"; but a moment after, reading in her countenance the record of their failure, some shouted "Apples."

That evening after school the superintendent had a good grandfatherly talk with the teacher. Among the things he said to her were these: To develop a subject in a child's mind is to cause him to put together two or more *naturally related* notions and from them reach a conclusion of his own. But to draw from the pupil a correct answer by using a round-about, riddle method is mere trifling and can result at best only in making him a shrewd guesser. In teaching reading to a child who does not know the powers of letters, that is, by the word method, there is only one way to give him a new word, that is to tell what the word is; and it is better to tell him in a direct and definite manner than by means of enigmatical stories.

A good reading lesson always furnishes something worth talking about. The teacher must remember, however, that it is the pupil who needs the practice in talking. The teacher should keep as still as possible. A great talker is seldom a good teacher. Let the pupil do his full share of the talking.

#### Congested Courses of Study.

Our contemporary programs are congested because they comprise too largely a remnant of the old rubbish that used to be needed to take up all the time and attention of the pupil for eight pre-high school years. Some of the congestion would be relieved if we did not begin formal arithmetic until the third year of school and did not continue it as a separate study beyond the sixth. Further, all the English grammar, except the parts of speech and the simplest syntax, should be omitted. The notion that English grammar teaches English-speaking school children to speak and write the English language correctly is wholly false. It never has done it, and never will. Out with half of the arithmetic and more than half the grammar that remains in our program of studies, and a great step will have been taken toward relieving the congestion of the elementary school program. Further, while all the pupils should undertake all the elementary studies, they should not all be required to make the same attainments. On the other hand, too, many studies are sometimes pursued at the same time.—Prof. Hanus, of Harvard University.

#### A Spelling Game.

Try this as a spelling exercise for Friday afternoon. I have found it to work well where the number of spellers is small. It is simply "Pussy wants a corner." One pupil is pussy. The others in the corners spell in turn. If one misses, Pussy has a chance. If he spells the word, he trades places with the one who missed it. The exercise has the greater value if the spellings are assigned and prepared, say, from the readers during the week. The poor speller is generally identical with the poor reader. If the boy can be led to do a great deal of reading (and of course in this his tastes must be consulted), his spelling will improve. My worst speller, being out of school all summer herding cattle in the ravines and bush, and read-

ing E. S. Thompson's books and similar stories, was much better in the spelling of all ordinary words when he returned in the fall. Direct interest, of course, is the best; but for an arbitrary subject like this, where there is little play for the faculty of reason, all indirect interest that can be aroused will be quite in place.—*Pennsylvania School Journal*.

#### A Contrast of Two Children.

Clearly we dare not blindfold our goddess of justice! No respecter of persons? We must have the most keen appreciation of all the peculiar influences moulding the individual and of his personal reaction upon the world. Let me give an example:

Suppose you are a teacher in a certain school and into your room comes a boy from what we should rightly call a good home; not a moral prig, but a child who has been taught by all his previous experience that if he will only do the best he can, all about him are with him, striving to help him. He does something that is wrong.

Beside him sits a little boy who comes from what would be ineffably dignified if we called it a home. A child who has been simply spawned into the world, who has been taught by every bitter lesson of his cruel yesterdays that every man's hand—yes, and sadly enough, every woman's, even his mother's—is against him; who has been kicked about until he has learned that if he wants anything he must take it for himself. He commits the same fault. Would you punish both children in the same way?

You reply that if you did not the school would exclaim that it was favoritism. Yes, undoubtedly the school would. If you have been giving merely arbitrary punishments and jump suddenly to a moral plane you cannot expect the school to understand you. But what would be the tendency of the ordinary teacher in dealing with such a case? I do not mean the transfigured teacher who has attained the Christ-spirit, but just the ordinary human being of us who likes to teach school pretty well, but hopes to get out of it some time; who is interested in children, but very glad when pay day comes around. What would be the temptation to such a teacher?—E. H. Griggs, in *Ladies' Home Journal*.

#### A Puzzling Subject Made Plain.

Probably the three subjects which the teacher of Latin finds the most difficult for students to master are the various uses of the ablative case, of the subjunctive, and the construction of the gerund and the gerundive. The last is very puzzling, and frequently gives rise to much aimless guessing on the part of the student. The clearness with which this subject is treated in the following lesson from the pen of E. J. James will be appreciated by teachers of Latin:

#### THE GERUND AND THE GERUNDIVE.

In explaining Latin constructions, the teacher should ever be on the lookout for analogous constructions in English. The Latin *gerund* resembles in many of its uses the English *participial noun*, and it is best to begin the presentation of the former by a discussion of the latter. The following sentences contain a *participial noun* in various constructions.

1. *Drinking* wine is a bad habit.
2. The habit of *drinking* wine is bad.
3. Water is useful *for drinking*.
4. { (a) He is inclined *to drinking*.  
(b.) He began *drinking* to-day.
5. He lives *by drinking* water.

The noun *drinking* in the first sentence is in the nominative case, subject of the verb *is*. In the second it is in the objective case after the preposition *of*, and corresponds therefore to the Latin genitive. In the third, it is in the objective after *for*, following the word *useful*. The equivalent of the last word in Latin is *utilis*, which is followed by a dative, *for drinking*, therefore, must be rendered by the dative of the Latin verbal noun. In the fourth sentence, (a.) the participial noun is in the objective after *to* following the word *inclined*. The Latin corresponding to the last is *propensus*, and is followed by *ad*, with the accusative. The Latin corresponding to *drinking* in this sentence must be therefore, in the accusative after the preposition *ad*. In 4 (b.) the noun is the direct object of the transitive verb *began*, and the Latin construction will be the

same. In the fifth sentence, the English noun is in the objective case after the preposition *by*. The expression *by drinking* denotes the *means* by which he lives. Such an idea is expressed in Latin by the simple ablative. The Latin noun, thus, will be the ablative without a preposition.

All these points should be elicited from the class in answer to questions by the teacher. The declension of the Latin gerund, which the class has been taught to consider a verbal noun, is, of course, known to all, having been learned with the conjugation of the verb.

- N. —
- G. *Bibendi.*
- D. *Bibendo.*
- Ac. *Bibendum.*
- Abl. *Bibendo.*

The teacher now begins the work of translating the sentences for the class, or rather of getting them to translate the sentences themselves. The first difficulty is, of course, in the first sentence, first word. "The gerund has no nominative," says the class. "True, the Latin uses the present infinitive as the subject of a verb," answers the teacher, and the translation is then readily given.

1. *Bibere vinum est mala consuetudo.*

The translation of the next three sentences is then easy, rendering the principal noun by the forms *bibendi*, *bibendo* and *bibendum*, respectively, as follows:

2. *Consuetudo bibendi vinum mala est.*
3. *Aqua utilis bibendo est.*
4. (a.) *propensus ad bibendum est.*

The pupil now attempts 4 (b.) as follows: *Incepit bibendum hodie*, but the teacher stops him with the explanation that the Latin never uses the gerund as the direct object of a verb, but uses the present infinitive instead. The proper rendering is then easy.

4. (b.) *Incepit bibere hodie.*

The last sentence affords no difficulty.

5. *Vivit aquam bibendo.*

And thus the declension of the verbal noun has been presented in full to the pupil, who now arranges it in tabular form as follows:

- N. *Bibere.*
- G. *Bibendi.*
- D. *Bibendo.*
- Acc. (a.) *Bibendum (after a preposition.)*  
(b.) *Bibere (after a verb.)*
- Abl. *Bibendo.*

A thorough drill upon the foregoing principles will generally be rewarded by a fair understanding of the gerund, in simple constructions.

The gerundive is not so easy to grasp, and needs careful attention. The gerundive expresses the meaning of the gerund in the form of an adjective of the first and second declensions. The idea expressed in the sentence, *he has hope of taking the city*, may be expressed in another form, *he has hope of the city to be taken*. In the latter sentence the word *city* is made the basis of the expression, *of the city to be taken*, while the idea of taking the city is expressed in the subordinate adjective form *to be taken*. In the former sentence the word *taking* is made the basis of the element, and *the city* made subordinate to it. This is the idiomatic form in English, but the Latin allows either. Thus, *spem capiendi urbem habet*, conforms exactly to the idiomatic English. The word *spem* is direct object of *habet*, as *hope* is of *have*; *capiendi* is genitive after *spem*, corresponding to *of taking* after *hope*; *urbem* is object of *capiendi*, as *city* is of *taking*. Now, instead of this form, it is equally good and more common in Latin to make the word corresponding to *city* the basis of the element and express the idea of *taking* by an adjective form agreeing with *city*. The word *city* must have the same construction in the latter form as the word it replaces; i. e., it must be put in the same case. E. g., *spem capiendi urbem habet*; the word *urbem* must be put in the genitive to take the place of *capiendi*, and the latter must be changed to an adjective in *dus, da, dum* agreeing with *urbis* (i. e., feminine, genitive sing.), i. e., *spem urbis capiendae habet*—he has hope of the city to be taken. The latter form we call the gerundive construction, the former the



gerund construction. Summing up our work so far in the form of definitions and rules, the gerund construction is an element in which the gerund is made the basis and in which it is followed by a direct object. The gerundive construction is an element in which a noun is made the basis modified by a form of the participle in *dus*. They are exactly equivalent in meaning and are both translated into English by a form corresponding to the gerund construction. The gerund construction may be changed to the gerundive by changing the object of the gerund to the same case as the gerund, and changing the latter to the gerundive agreeing with the noun. Have this rule thoroughly committed to memory, and then drill the class in exercises of changing from one construction to another. The following are given as examples. The teacher should make many more:

1. ad minuendum gratiam. (Gerund construction.)  
ad minuendam gratiam. (Gerundive construction.)
2. ad eas res conficiendum.  
ad eas res conficiendas.
3. spem regnum obtinendi habet.  
spem regni obtinendi habet.
4. facultas iter faciendi.  
facultas itiueri faciendi.
5. ad conventus agendum.  
ad conventus agendos.
6. ad homines conducendum.  
ad homines conducendos.
7. ad oppidum oppugnandum.  
ad oppidum oppugnandum.
8. de oppidum oppugnando.  
de oppido oppugnando.
9. ad urbem capiendum.  
ad urbem capiendam.

It will be noticed that both the expressions are alike in the 7th. In such cases we cannot determine absolutely whether the construction is the gerund or gerundive. We infer, however, that since in all such cases as are clearly one or the other, the gerundive is the far more common, this form also is probably the gerundive. This ambiguity will occur whenever the gerund would be in the accusative case followed by a masculine or neuter noun in the singular. The gerundive

may always be used for the gerund construction, when in the latter, the gerund would take an accusative as object. It is nearly always used when the gerund would stand in the dative or accusative. After a clear presentation of the subject, drill, patient and long-continued, is necessary.

#### Glimpses of Thomas Jefferson.

PROF. W. C. HEWITT, STATE NORMAL, OSHKOSH, WISCONSIN.

Thomas Jefferson, third president of the United States, was born in Albemarle Co., Va., April 13, 1743.

#### I. EARLY DAYS.

The mother of Jefferson seems to have had little influence on his life. Though he speaks of his father frequently with pride and veneration, he never refers to her in his letters to his children nor quotes her opinions. In his pocket account book under date of March 31, 1776, appears this short note: "My mother died about 8 o'clock this morning, in the 57th year of her age." Elsewhere he says, "At fourteen years of age the whole care and direction of myself was thrown on myself entirely, without a relative or friend qualified to advise or guide me." He writes of himself that the passions of life were music, mathematics and architecture, but strange to say he neither cared for or understood poetry.

When young men he and Patrick Henry used to play the violin together, and tradition differs somewhat in regard to their ability. Their biographers assure us of their skill, but Virginian tradition had it that Patrick Henry was the worst fiddler in the colony, with the exception of Thos. Jefferson. He made an agreement with a certain John Randolph to give him books to the value of 80 pounds should Jefferson die first, Randolph to give to Jefferson his violin should Randolph die first.

#### II. HOSPITALITY.

It is well known that Jefferson died a bankrupt, not from lack of intelligence or industry, but from excess of hospital-



ity. His overseer said he was actually "eaten out of house and home," and that although Jefferson knew that his estate was insufficient to entertain his many guests, yet he received every one with courtesy. People came to visit from all over the world, some were accompanied with a dozen servants, and remained weeks, and it was not uncommon for the barns to be so full of horses of visitors that Jefferson's animals were taken to an adjoining plantation. Jefferson was in public life more than fifty years, and during these years his estates were managed by others—this, together with his liberal hospitality, made him finally penniless, so that he was obliged to offer his fine library to congress.

Virginia is said to be the "mother of presidents," but in her treatment of Jefferson she was not a fond mother. She allowed his descendants to become destitute and the home of Jefferson to be sold, and to the memory of the Sage of Monticello, one of her most distinguished sons, she has erected no monuments.

### III. REFORMER OF LAWS.

Jefferson was not only a reformer in philosophy but in practical efforts. For many years in the Virginia legislature he labored to simplify, unify and humanize the cruel and bigoted laws of the state. In place of the laws regulating religion he substituted the following paragraph, a paragraph which he considered of as much importance as the Declaration of Independence:

"No man shall be compelled to support any religious worship, ministry or place whatsoever; nor shall he be enforced, restrained or molested, or burdened in his body or his goods; nor shall he otherwise suffer on account of his religious opinions or beliefs; but all men shall be free to profess, and by argument to maintain, their opinions in matters of religion; and the same shall in no wise diminish or enlarge or affect their civil capacities."

Through his efforts the death penalty was limited to two offenses, the law of entail was repealed, the law of primogeniture was abolished, a law that made the oldest son rich and all the others poor. When Jefferson drew up the plan for his monu-

ment he requested that there be written on it the things for which he desired to be remembered. One was as the author of the Declaration, another was as the father of the University of Virginia, and the third was as the author of the "Statute of Virginia for Religious Freedom." Although the aristocracy of Virginia always hated Jefferson for abolishing the property laws; and the established church, for making religion free—yet the judgment of a wiser and more liberal posterity is that in those great struggles Jefferson was a seer, wise and just.

### IV. SLAVERY.

There is no doubt but that if Jefferson had had his way he would have abolished slavery throughout the whole country. His views on the relation of the races were very much like Lincoln's. He considered the negro race inferior to the white race, and said: "I have never observed any negro or negress with one gleam of superior intelligence, aptitude or taste—yet whatever their degree of talent, it is no measure of their right. Because Sir Isaac Newton was superior to others in understanding, he was not therefore the lord of the property or persons of others."

In 1768, in revising the laws of Virginia, he sought to remove slavery, but failed. In 1778 he brought in a bill prohibiting the importation of slaves, and this passed. He sought to abolish slavery in all the states to be formed out of the north-west territory; he used every effort to suppress the slave trade, and of the institution of slavery, said in his "Notes on Virginia":

"The whole commerce between master and slave is a perpetual exercise of the most boisterous passions and unremitting despotism. . . . Indeed I tremble for my country when I reflect that God is just; that his justice can not sleep forever. . . . It is written in the book of fate that these people are to be free, but it is no less certain that the two races, equally free, can not live in the same government."

Though Jefferson hated slavery, it is probable that he never saw it in its worst aspect, for the Jefferson plantation was

more like a patriarchal village or a co-operative commonwealth. His slaves came to him by inheritance or in ways other than purchase. He taught them trades in order that they might be self-supporting when free. There were carpenters, cabinet-makers, weavers, tailors, shoemakers and masons. A nail mill supplied the surrounding country with nails. Some of the slaves became skilled workmen, and Burwell, one of his favorite slaves, was given \$300 in Jefferson's will "to start him in the business of painter and glazier." The mansion at Monticello was thirty-two years in building, 1770-1802, and nearly all the material was prepared on the ground by the slaves themselves.

#### V. THE DECLARATION.

The steps leading up to the Declaration of Independence are interesting.

When Jefferson was a student in college at Williamsburg, he met Patrick Henry, who made a strong impression upon him, and as it were "dropped the germ of independence into his soul." It was from Jefferson's room that Henry went to make the famous "Treason" speech, and it was upon the fly-leaf of Jefferson's "Coke upon Littleton" that Henry wrote the famous resolutions. The little court house was crowded, and Jefferson was obliged to stand at the door, but of the influence of that speech he wrote fifty years afterward: "Torrents of sublime eloquence swept away all argument on the other side." "Henry spoke as I fancy Homer wrote."

In 1768, at twenty-five, Jefferson was elected to the Virginia House of Burgesses. Washington was also a member, and it was at this session that the famous "four" resolutions were adopted. The governor dissolved the house, but the seeds of revolution were sown and every subsequent event hastened Virginia to the final step. The basis of the Declaration is found in the "Summary View" drawn up by Jefferson, printed and submitted to the Richmond convention in 1774. This "View"

was printed by Burke in England, and was pronounced treasonable by the British government.

When Jefferson reached Philadelphia his reputation had preceded him:

"It was whispered about that he understood Latin, Greek, French, Italian and Spanish; that he could calculate an eclipse, survey an estate, tie an artery, plan an edifice, try a case, break a horse, dance a minuet and play the violin—a list of accomplishments much admired by the sixty serious gentlemen in silk stockings and pigtailed who sat in the plain brick building up a narrow alley and called themselves the 'Honorable Congress.'"

The committee elected to draft the Declaration were Jefferson, Franklin, Adams, Sherman and Livingstone. Jefferson drew the paper and submitted it to Adams and Franklin, who made only a few verbal changes. Congress suppressed eighteen sentences, amended ten and added six, all of which greatly improved upon the original. When Jefferson was writhing under the criticism of the delegates, Franklin, in order to give him comfort, told the well-known story of John Thompson, the hatter, and his new sign—a story that every verbose writer may read with profit. The Declaration was adopted late Thursday afternoon, July 4, and on Monday was publicly read from a platform in Independence Square. In the evening the king's coat of arms was burned in the presence of a crowd of spectators. In New York the leaden statue of the king was laid prostrate in the dust and ordered to be run into bullets, the debtors in prison were set free, and in Virginia the king's name was stricken from the prayer book, while Rhode Island imposed a fine of 1,000 pounds upon any one who prayed for him. So amid bonfires, acclamations and military rejoicings the Declaration of Independence was given to the world.

#### VI. SOCIAL PECULIARITIES.

Jefferson never entered upon any business or project that he did not find something to change, something to improve upon; and nothing is more instructive than his attempts to change the social and political customs of Washington. In some

things he succeeded; in others, he failed—the failures have an intimate relation to the events leading up to the war of 1812. He objected to the celebration of birthdays and designated the great ball in Philadelphia in honor of Washington, “indelicate.” He refused to sanction the practice of official mourning. He abolished the weekly levee of Washington and Adams, and when the people persisted in coming to the White House as usual he came in among them from a long horseback ride, wet with perspiration and streaked with mud. He changed the manner of addressing congress, from the old method of reading his address in person, to the simpler and better method now in vogue.

Although Jefferson had always entertained royally at his own home, and while abroad, and had never omitted the details of official and social decorum, when he became president he assumed a simplicity of dress regarded by some as intentionally slovenly. Senator Plummer of Massachusetts, meeting him, thought him a servant. When the British Minister Merry went to call upon him he found him “standing in slippers down at the heels and both pantaloons, coat and underclothes indicative of utter slovenliness and indifference to appearance. At presidential dinners no seats were reserved for guests and no escorts were assigned to the ladies. At dinner call everyone made a rush for a seat, “every man for himself and the devil take the hindmost.” At one time the British minister was obliged to hunt up his wife and find for her a seat. Both the Spanish and British ministers reported these and like social insults to their governments.

#### VII. EDUCATIONAL PLANS.

Nothing better shows the comprehensiveness of Jefferson's mind than his scheme of education. There were no free schools in Virginia in Jefferson's day, and a system of education as we understand it had not been thought of. He regards education as a holy cause, and outlines

first the purpose to be had in mind in establishing schools:

- (1) To give the citizen information necessary for the transaction of his own business.
- (2) To enable him to calculate for himself, and to express and preserve his ideas, contracts, and accounts in writing.
- (3) To improve, by reading, his morals and faculties.
- (4) To understand his duty to his neighbors and his country, and to discharge with ability the duties confided to him by either.

#### THIS PLAN FOR PUBLIC SCHOOLS.

Schools to be located so that every household should be within three miles of a district school, and within a day's ride of a college or academy; a “university in a healthy and central position.” Counties to be laid off into districts six miles square called “hundreds,” and once a year a “visitor” to pass around among these schools and select the best genius in each to attend one of twenty grammar schools; the best student in each of these schools to be sent to the university free of charge.

But the Virginia planters were not ready for Jefferson's system of elementary education, and so his efforts found practical direction in establishing and developing the University of Virginia. The university, as he said, was his first and last love; to it he gave his time, money and ardent affection. He superintended the construction of the buildings, planned the courses of study, selected the professors, and cherished the spirit of liberality and freedom, which still characterizes its students and distinguishes its policy. The motto of the university was chosen by Jefferson: “And ye shall know the truth and the truth shall make you free.”

Jefferson desired to be remembered as the “Father of the University of Virginia,” and so he will be remembered with increasing honor and increasing respect.

#### VIII. LOUISIANA.

In view of the coming World's Fair at St. Louis, the acquisition of Louisiana is of interest. Ever since the days of the Revolution the United States had endeavored to secure from Spain a trading post at the mouth of the Mississippi. When the news came in 1801 that Spain had ceded all the Louisiana territory to France redoubled efforts were made to obtain control over New Orleans at least as a port of

entry. The American minister at Paris, Mr. Livingstone, saw no impropriety in Spain's re-ceding the territory to France, so long as France kept the conditions of the original treaty; but Jefferson clearly saw otherwise. Said he:

"France, placing herself at that door, assumes to us the attitude of defiance . . . it is impossible that France and the United States can continue long friends when they meet in so irritable a position . . . from that moment we must marry ourselves to the British fleet and nation."

Monroe was dispatched to Paris to assist Livingstone, and fortunate was it that Napoleon was found in direst need of money, for he was in his final struggle with Britain.

Instead of selling New Orleans, Napoleon offered the whole territory; the conditions were accepted and Louisiana passed to the United States for a little more than \$15,000,000. Of this transfer Curtis says:

"It was the greatest triumph of his career. It was without doubt the greatest benefit he conferred upon his country, and contributed more to his honor than any other incident or public act with which he was connected."

#### IX. LIFE AND CHARACTER.

Jefferson was the most useful man which his generation saw. He had something to do with nearly every good thing which was of interest to his country, and he never entered upon any duty or business without leaving upon it some mark of betterment—the stamp of his clear mind and benignant heart. As Vice-President he wrote Jefferson's "Notes on Parliamentary Practice," which have been an authority ever since; he improved the breeds of sheep, horses and hogs; he introduced new vegetable products and superintended their development; he built buildings and designed others; he laid out farms and developed agriculture; he contributed to scientific discussion and to scientific investigation; he invented agricultural machinery and introduced the best machines among the farmers; he outlined educational systems and saw that the best were carefully developed; he was an author, a letter writer and a musician;

he invented the copying press; he was an advocate of spelling reform; he introduced great men and scholars from abroad; he impressed himself on constitutions, bills of rights, and statute laws, upon buildings, upon the soil, and upon the practical daily affairs of men. These were not spasmodic efforts, but his constant and life-long effort. Such a life can be safely imitated by every man and woman who has the good of fellow-man at heart. His virtues were so many that we can hardly help being stimulated by some of them; his weaknesses so few and patent that we can hardly help avoiding them.

As of every great man, opinions of the character of Jefferson differ. Many are based upon a one-sided knowledge of his life, and others are warped and twisted by political prejudice. He does not equal Washington in dignity and steadfastness; nor Hamilton in statesmanship; nor Marshall in judicial power; nor Henry in eloquence; nor Lincoln in power in emergencies; nor Franklin as a diplomat; but in honesty of purpose, length and breadth of usefulness, urbanity of spirit, humanness of effort and singleness of purpose, he is *par excellence*, the great American.

## Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

### A Symposium.

(FROM LIFE—ADAPTED.)

Before looking at the key which follows, decide who the participants in the symposium are.

"What is the secret of success?" asked the Sphinx.

"Push," said the —

"Take pains," said the —

"Never be led," said the —

"Be up to date," said the —

"Always keep cool," said the —

"Do business on tick," said the —

"Never lose your head," said the —

"Do a driving business," said the —

"Aspire to greater things," said the —

"Make light of everything," said the —

"Make much of small things," said the —

"Never do anything off hand," said the —

"Spend much time in reflection," said the —

"Do the work you are suited for," said the —

"Get a good pull with the ring," said the —

"Be sharp in all your dealings," said the —

"Find a good thing and stick to it," said the —

"Trust to your stars for success," said the —

"Strive to make a good impression," said the —

"Turn all things to your advantage," said the —

"Make the most of your good points," said the —

"Be always on the lookout for a snap," said the —

"Be ever ready to do a good turn for anyone," said the —

"Never take sides, but be round when you're wanted," said the —

"Sacrifice yourself, that through you others may succeed," said the —

"Keep a good heart, though you be drawn and quartered for it," said the —

#### KEY.

Button	Fire	Seal
Window	Microscope	Lathe
Pencil	Glove	Compass
Calendar	Mirror	Camera
Ice	Flue	Crank
Clock	Door-bell	Ball
Barrel	Knife	Orange
Hammer	Glue	Oak
Nutmeg	Night	

MARRIED.—Near Lockport, Miss Mary Week and Mr. John Day.

A Week is lost, a Day is gained,  
But Time can not complain  
For soon there will be Days enough  
To make a week again.

#### Child Study.

One hundred children were handed each a hot iron. Thirty-three boys and eighteen girls said, "Ouch!" Twenty-five girls and ten boys said, "Ooch!"

Of the girls who said "Ouch!" seven had pug noses and one toed in.

Thirteen boys born of foreign parents said "Ooch!"

The conclusions to be drawn from this interesting experiment will be embodied in a book and published in the Practical Science Series.—Life.

#### A Good Bull.

While Ireland was silent concerning her wrongs, England was deaf to her cries.

#### An Alphabetical Puzzle.

The letter *e* is more used than any other. An amusing recreation for a class is to see who can write the longest composition in a given time without using the letter *e*. The following lines illustrate the possibilities of this kind of composition:

A jovial swain should not complain  
Of any buxom fair  
Who mocks his pain, and thinks it gain  
To quiz his awkward air.

Quixotic boys, who look for joys,  
Quixotic hazards run;  
A lass annoys with trivial toys,  
Opposing man for fun.

#### Good Listening, Clear Thinking.

Try these tests with different classes. Let them answer in concert:

- (1) Pronounce *draw, do, tube*; now pronounce the name of the second day of the week.
- (2) Whose hatchet never told a lie?
- (3) Whose daughter made an ark of bulrushes for little Moses?
- (4) Whom did the negro slaves of this country set free?

#### A Physiological Curiosity.

Stand by the table with the weight of your body supported on the left leg, balancing with the left hand on the table if necessary. Swing the right foot in a circle in the direction in which the hands of a clock turn, that is, in the opposite direction from that of the pencil in making the letter O. At the same time write a



capital D. It will amuse your friends to watch the movement of your foot.

#### Impossible or Difficult Things.

A man cannot rise from a chair without bending forward, or putting his feet under the chair or well back at the sides of it.

No runner can give an ordinary man a 50-yard start in a 100-yard race and hope to win, the one having the start to hop all the way. For the first five yards they go practically at the same pace; the runner to go 95 yards while the "hopper" goes 45, would have to run more than twice as fast, and it would be a weak man who could not hop 45 yards at a pace equal to 20 seconds for 100 yards; that would mean that the runner, in order to win, would have to beat all previous records.

With a sharp penknife try to cut with one stroke one of the yellow ribbons, mostly of silk, which are around bundles of cigars. It will cut through all the ribbon but the last strand, and that will pull out

long, and the more you try to cut it the longer it will pull out.

It is very difficult for anyone except a blind person to stand without support of any kind for five minutes at a stretch, thoroughly blindfolded, without moving his feet. If he does not move his feet he is pretty sure to topple over in about a minute.

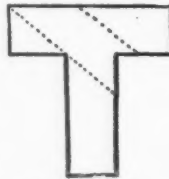
#### Definitions.

*Ennui*.—Doing nothing and too tired to stop.

*Loneliness*.—A realization that you yourself are very poor company.

*Conversation*.—The art of pretending to listen.

Below is a simple little puzzle which is guaranteed to mystify nineteen persons out of twenty. First cut a letter T out of a stout paper or thin card board. Then cut it into four pieces, as shown by the dotted lines. Now shuffle these pieces and hand them over to a friend, asking him to put them together so as to form the letter T. You will be astonished to find how few people can do it in less than ten minutes.  
—Little Chronicle.



## Readings and Recitations.

#### A Condenscension.

Gwendolen Jones was chubby and sweet,  
And her age was half-past three;  
And she lived in a house on Wellington street,  
In the yard with the walnut tree.  
Harold Percival Marmaduke Smith  
Was almost half-past four;  
And he said, when they gave him a baseball  
and bat,  
That he'd "play with the girls no more."

Gwendolen Jones she gazed through the fence.  
At an end were all life's joys,  
As she saw the friend of her youth depart  
"To play with the great big boys."  
Harold Percival Marmaduke Smith  
Up to the field marched he;  
But his eye was blacked, and his head was  
whacked,  
And his ball no more did he see.

And the boys called him "Baby" because he  
cried,  
Did Teddy and Willie and Tim,  
And they chased him away when he threat-  
ened to tell;

And said they'd "no use for him."  
Gwendolen Jones came down to the fence,  
And her face wore a joyful smile  
When Harold Percival Marmaduke said  
He'd play with her "once in a while."  
—May St. Nicholas.

#### A Parable.

I.  
On Klondike, where mosquitoes  
Perpetually swarm,  
That is, when the weather  
Is anything like warm;  
And where the life-blood freezes  
In veins of young or old,  
That is, when the weather  
Is anything like cold;  
Up there a heathen Chinsee  
Had happened for to squat  
Upon the richest gold field,  
Right on the richest spot.

Then all the "Christian" squatters,  
Dutch, Yankees and Canucks,  
Rose up and swore in concert

By all the Klondike spooks,  
That all those boundless riches  
Should never, never go  
With all their power for uplift,  
To the heathen, Yu Li So;  
That Christendom would shudder  
If all that wealth should fall  
To old Li So, the pagan—  
It must not be at all.

So they held a pious council,  
And sampled "Christian" rum,  
And planned to squelch Li So,  
The slave of opium,  
And therefore in pursuance,  
Upon a cloudy night,  
They killed Li So, the heathen,  
And chucked him out of sight;  
Then over his possession,  
With many a bloody brawl,  
They kept up hot contention  
Till the strongest got them all.

## II.

Now, this is rawest fiction—  
A parabolic lie;  
For hardy Klondike miners  
Would sooner starve and die  
Than outrage right and justice  
In any such a way;  
Though rough in speech and manner,  
They like to see fair play:  
But these supposed transactions  
In figure represent  
How pious "Christian nations"  
Cause heathen to repent.

—B. J. Radford in the Public.

## Childhood's Days.

I do not sigh for childhood's days,  
As singers often do;  
I do not miss those guileless sports  
Which left me black and blue;  
I should not care to climb a tree  
And eat unwholesome fruit,  
Nor struggle with examples which  
E'en now I can't compute.

I'm glad that I no longer fear  
A room that's still and dark;  
I'm glad that I can sit up late  
Without unkind remark.  
I oft suspect, when all these words  
On "childhood's days" I view,  
That grown-up folk enjoy them more  
Than real children do.

—Washington Star.

## Why They Failed.

"A little lad on a hillside home  
Wrote a story of life in town.

A little maiden in town that day  
Wrote of the hillside far away.

And neither did well, alas! for oh,  
They told of things they did not know."  
—St. Nicholas.

## Little Jack Hornet.

No more I'll prod a hornet's nest,  
I really do not think it best;  
The creatures don't know how to play,  
Though sharp in ev'ry other way.  
I merely tickled their abode,  
When out they came like anything,  
And made me feel like one large sting.  
And though I truly am not slow,  
They showed me points I did not know.  
I really do not think it best  
To meddle with a hornet's nest.

—Minneapolis Times.

## Waiting in Vain.

A careless, happy child  
Beside the summer sea,  
I launched a mimic boat;  
It sailed away from me.  
But though I waited long  
Till night crept down the shore,  
The boat I launched that summer day  
Returned to me no more.

So, sometimes, on life's sea  
We launch a hope in faith,  
Praying its safe return  
With eager, trembling breath.  
But though we watch and wait  
Through doubt and fear and pain,  
The night of death creeps down at last  
And proves our waiting vain.

## The Child Eternal.

BY IRENE FOWLER BROWN.

I heard their prayers and kissed their sleepy  
eyes,  
And tucked them in all warm from feet to  
to head,  
To wake again with morning's glad sunrise—  
Then came where he lay dead.  
On cold still mouth I laid my lips. Asleep  
He lay, to wake the other side God's door,  
My other children mine to love and keep,  
But this one mine no more.

Those other children long to men have grown,—  
Strange hurried men who give me passing  
thought,  
Then go their ways. No longer now my own,  
Without me they have wrought.  
So when night comes, and seeking mother's  
knee,  
Tired childish feet turn home at eventide,  
I fold him close—the child that's left to me,  
My little lad who died.

—Harper's Magazine.

If I knew you and you knew me—  
If both of us could clearly see,  
And with an inner sight divine  
The meaning of your heart and mine,  
I'm sure that we would differ less  
And clasp our hands in friendliness;  
Our thoughts would pleasantly agree  
If I knew you and you knew me.

## Correspondence

Editor Gillan:

(1) I have been surprised at the way in which the "center of population" has been discussed in your paper. It should be known that only those forms which are symmetrical with respect to a point have centers; that very few things, comparatively, are symmetrical with respect to a point, and that therefore comparatively few things have centers. The population of the United States is not one of those few things.

We may, however, select a point according to some arbitrary rule, and call that point the "center of population." We must bear in mind in so doing that the rule is arbitrary, and that in order to give a meaning to the phrase "center of population," we have deliberately deprived the word "center" of its independent meaning. The rule which I have seen in print (and which I should think as good as any) is this: Bisect the population by a meridian and also by a parallel; their intersection will be the required point. With some such rule as the above, all disputes about the center of population could be promptly and authoritatively settled. Without some such rule it would be impossible to determine what pair of bisectors to use. Other bisectors might be used, giving rise to other points of intersection. There would thus be a host of points, each claiming to be the center of population. To which should we give the definite article? Without some authoritative rule, the center of population would be as hard to determine as the top side of the universe, or the middle minute of eternity.

(2) We also need a definition for "center of gravity" which will give that expression some meaning when we are speaking of unsymmetrical objects. According to the old definition (the center of gravity is such a point that if it be supported the body will be in equilibrium in whatever position), very few things would have centers of gravity. And yet some people try to imagine a center of gravity in nearly every object they see. I submit the following definition, which extends, but does not conflict with, the old definition: The center of gravity of a body is that point at which if a material particle were placed the resultant of the attraction between the particle and the different parts of the body would equal 0.

(3) The subject of inertia should be cut out of every text-book on physics. It leads children to grow up with the false notion that when a force acts on a mass it must overcome something called inertia before it can begin to give motion to the mass. The truth is that as soon as the force begins to act the body begins to move, and the motion is governed by a uniform law—the same during the first billionth of a second that it is at the end of an hour. Nothing that has been taught or learned about inertia is of the slightest value in computing the motion of the mass.

Illustrations of so-called inertia are in reality illustrations of friction, or of suction, or of the law that it takes time for an impulse to travel through matter. Let us call things by their right names.

P. P. BORGERS.

Stanley, Wis.

The definitions suggested above do not agree with the International Dictionary, a book which is regarded as very excellent authority in the matter of definitions. Mr. Borgers' plan of finding the center of population is not the one adopted by the Census Bureau, notwithstanding the fact that he may have "seen it in print." Let us suppose that the center of population were determined in the way suggested, and that it should coincide with the east boundary of Illinois; then suppose that one-half the people of the United States living east of the longitude of Pittsburg should move into Michigan, Ohio, Indiana and Georgia, and that one-half of those living in Wisconsin, Illinois, Mississippi and the states between the Mississippi river and the Rocky Mountains should move into Oregon and California. It is evident that the population, as a whole, would thus have shifted considerable to the westward; but according to Mr. Borgers' plan, the change would not move the center of population.

The definition of center of gravity commonly used by physicists, seems to serve its purpose very well, albeit that point may be outside of the body, as in the case of a horseshoe or a ring. That a jagged, irregular fragment of stone has no center would be "important if true."

To the Editor: Name the greatest English writer of fiction, and the greatest American writer of fiction.

H. E. P.

Questions of this kind cannot be answered, because there is no fixed standard of measurement. If the correspondent will find a definition of greatness in the field of authorship he may then compare writers according to that definition as a standard, but the conclusion will be only a personal judgment, and others might not agree. Name the greatest English general, the greatest American statesman, the greatest French artist. What is the finest piece of natural scenery in America, and which outranks the others—Niagara Falls, the Grand Canon of Colorado or the Alps? Which is more palatable, ice cream, soda water, or chocolate drops? *De gustibus non disputandum.*

## The Bulletin.

The Wabash connects with the Fall River Line Steamers at New York for the ocean trip to Boston.

If you are going to Boston and want to go with a party, see the ad. of the Outing Club in this issue.

The well-known writer, W. E. Curtis, will lecture before the Northeastern Iowa Teachers' Association at Mason City next October.

Send for free sample of our report card, for common school or high school. Our song book is unexcelled; for a sample copy send five two-cent stamps.

Sir Frederick Pollock, one of the most eminent teachers of law in England, and now professor of law at Oxford, has been secured for a series of lectures in the University of Iowa next year.

Passengers to the N. E. A. over the Wabash via New York have the option of the Hudson River Day Line Steamers between Albany and New York without additional cost of transportation.

John MacDonald, of Topeka, Kansas, pleased the teachers so much when he was before the Southeastern Iowa Association that the teachers of Burlington called him back for two additional lectures.

Ex-State Superintendent L. D. Harvey of Wisconsin is not the kind of a man to remain long out of a job. He was recently elected superintendent of schools of Menomonie, Wis. Brother Harvey is still good for a dozen years of efficient school work.

The official guide book of the N. E. A. will be issued from the press of Ginn & Co., and will be a complete guide to modern Boston; it will contain some novel features, but no advertisements, and will be a souvenir well worth preserving. Members of the Association will get the book gratis.

The custom of having an address at the time of the public high school graduating exercises is becoming popular in Iowa. The governor, members of congress, members of faculties of colleges and the normal school, city superintendents, and popular platform lecturers are all pressed into service.

Drill Map Exercises for Schools, by S. Y. Gillan, is a new device for teaching facts of form, size and position by a unique method. It consists principally of a surface to be used as an easel and to which the parts of a dissected map may be intantly attached by a strikingly simple method, and from which they may be just as readily detached. Map of the

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United States in a neat box, with a manual of instructions and interesting exercises, \$1.25, express prepaid. Send for a set, and if not satisfactory the money will be returned. Address S. Y. Gillan & Co., Milwaukee, Wis.

C. A. Fullerton of the State Normal School at Cedar Falls, Iowa, published a music book for the public schools about two years ago. It has reached the sixth edition. It costs 30c net. It is precisely what is needed in introducing music into the schools. 26 counties in Iowa, 7 State Normal Schools are using it. Write the author at Cedar Falls.

The Wisconsin Outing Club will have several car parties for the N. E. A. at Boston. One will leave from Madison, one from Milwaukee, one from Manitowoc, one from Duluth, and one from So. Minnesota and one from South Dakota. Remember that we furnish everything from start to finish and at a much lower rate than you can get it elsewhere. Write to J. M. Turner, 400 E. Water street, Milwaukee, for full particulars. Wisconsin Outing Club, 808 Goldsmith Building, Milwaukee.

The Dunn County Training School at Menomonie, Wisconsin, has graduated 100 students to this date; of these 72 are teaching in the county—about half the teaching force of the county. Nine are teaching in other counties, four are attending school elsewhere, eight are married, one is dead, and only six are not now teaching. Verily this school has proved its

right to be, and the wisdom of the board in selecting and retaining W. L. Morrison as principal.

If you want a satisfactory text-book in physiology, try Jegi's Syllabus. It was prepared by Prof. J. I. Jegi, of the State Normal School, Milwaukee, price \$1.00. Sample copy for examination, 75 cents. Published by S. Y. Gillan & Co., Milwaukee.

In New York City thirty nurses under a competent leader visit all the public schools regularly and look after children afflicted with any sore, weakness or evident tendency to disease. They frequently go to the homes and advise the mothers in regard to the proper care of the children.

Gillan's Lessons in Mathematical Geography exactly meet the requirements in the uniform course of study officially approved in several states. In the new Manual for Wisconsin schools it is practically made a part of the course of study. It seems to have covered the ground so completely that a reference to the little book itself stands in lieu of any outline of the subject. See page 80, Eleventh Edition, Manual of Course of Study for Common Schools of Wisconsin, 1902. Price 10 cents, or one dollar a dozen.

The stop-over privileges offered by the Wabash between Chicago and Boston should be considered in routing to the N. E. A. Upon application to the conductor, tickets over the Wabash are good for lake trip from Detroit to Buffalo, via Anchor Line, or Detroit and Buffalo Steamship Company, without additional charge for passage.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the text-book lessons. A new edition has been issued, which brings the references to population up to the latest census. Price 40 cents. Address this office.

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P. C. HAYDEN, Editor.

Keokuk, Iowa.

It sometimes happens that in renewing subscriptions, the subscriber's name appears twice on our list. Two copies of the paper are thus sent when only one is subscribed for. When the day of settlement comes, trouble begins. If you are getting two copies of this paper and have subscribed for but one, please give us early notice of the error.

S. L. Davis, a school chart man operating in Barnes County, N. D., was arrested on the charge of "obtaining signatures to negotiable papers through misrepresentation," and was held to the district court in the sum of \$500.

The theories and practices of the great English writers, organized into what the authors call the "studio method," have been presented in a clear and helpful form in the Kavana and Beatty Composition and Rhetoric, published by Rand, McNally & Co. It is the method of those who write literature rather than of rhetoricians who have a fondness for cataloguing figures of speech as though they were modern diseases.

A literary model selected from some great English author is analyzed into its literary elements or constructive units, and the pupil's own composition is based on this analysis. In this way the pupil's own theme becomes the starting point for the instruction he receives.

The book is designed for three years' work in high school English; it presents little theory and calls for continued practice. It correlates literature, rhetoric, and composition in a way that will command the enthusiasm of every progressive English teacher. The old formal spirit is altogether wanting, and in its place is a simple, natural spontaneity and freedom.

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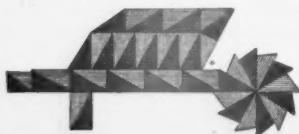
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Graded Lessons in Hygiene, by Wm. O. Krohn. 268 pp. 60 cents. D. Appleton & Co.

A Junior School Poetry Book, edited by W. Peterson. 142 pp. 50 cents. Longmans, Green & Co.

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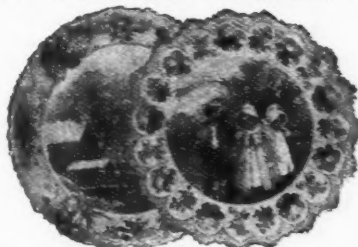
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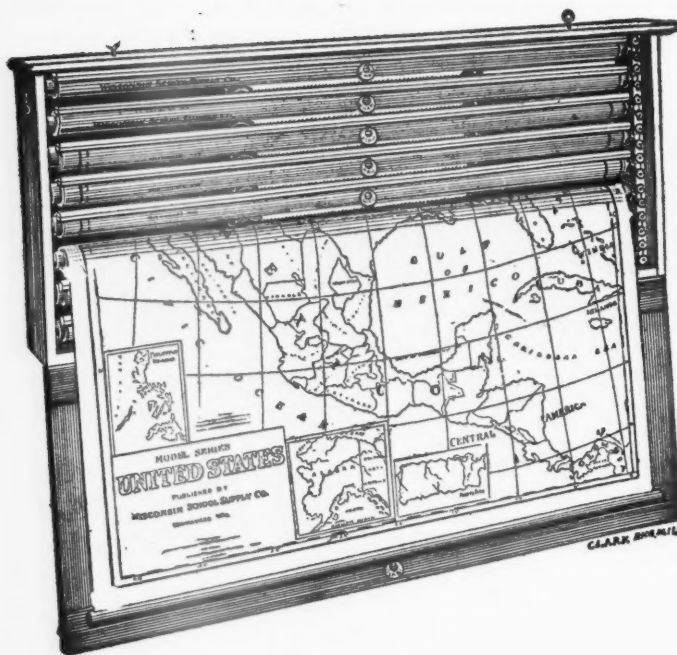
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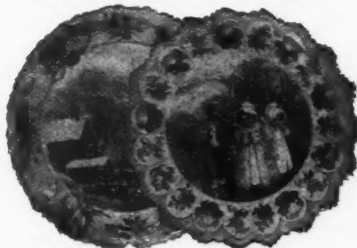
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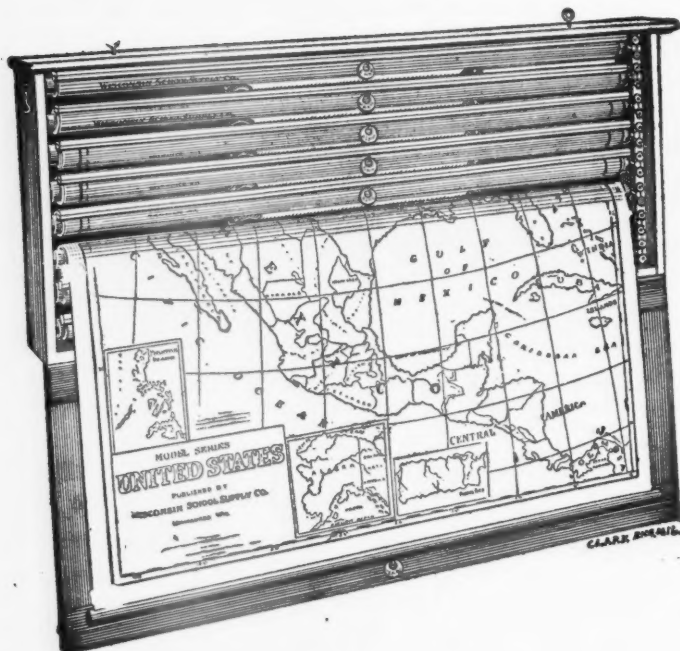
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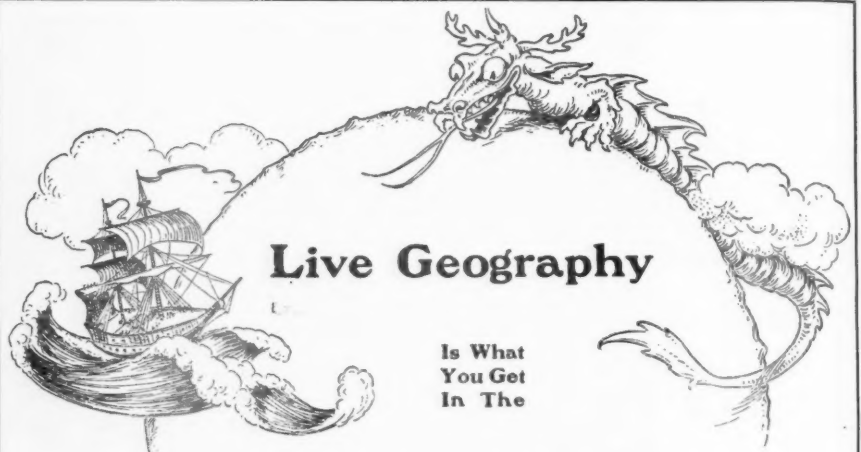
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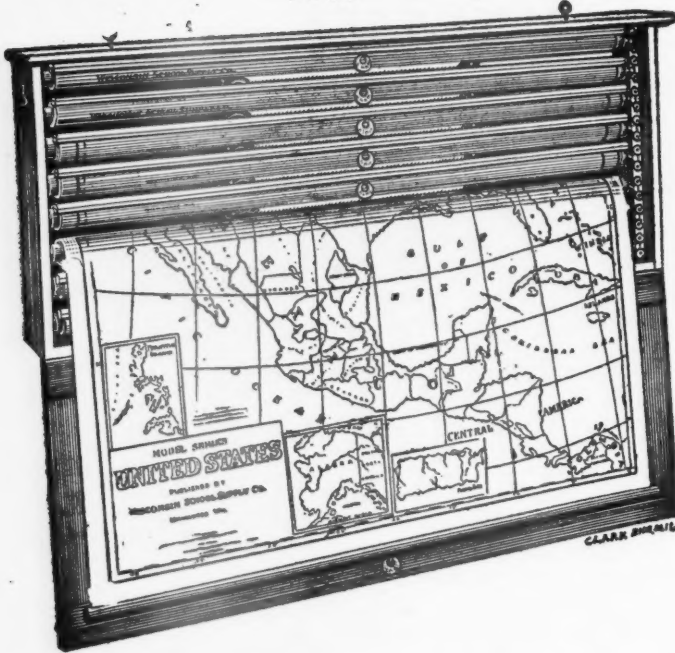
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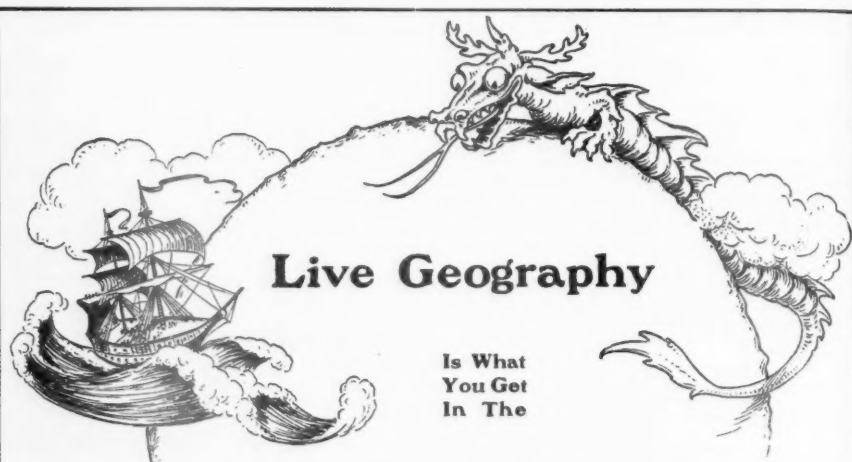
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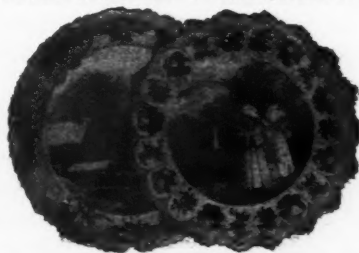
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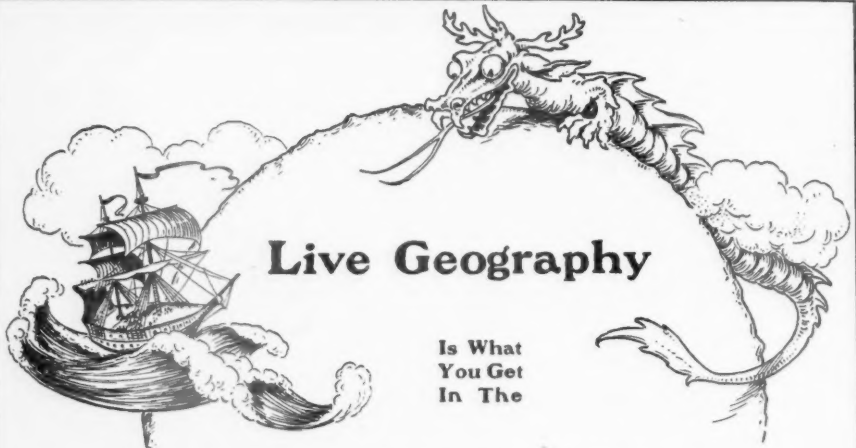
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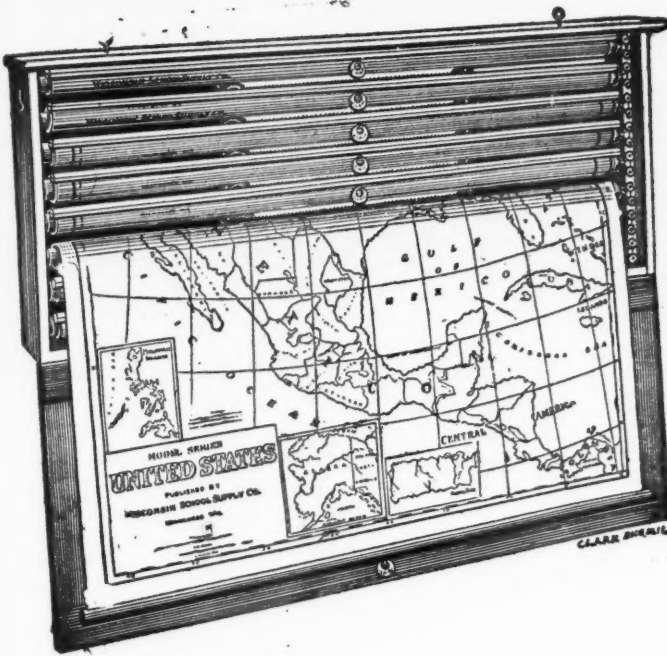
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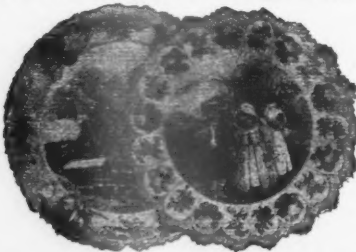
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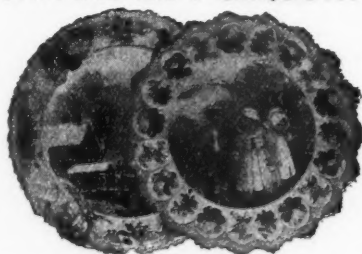
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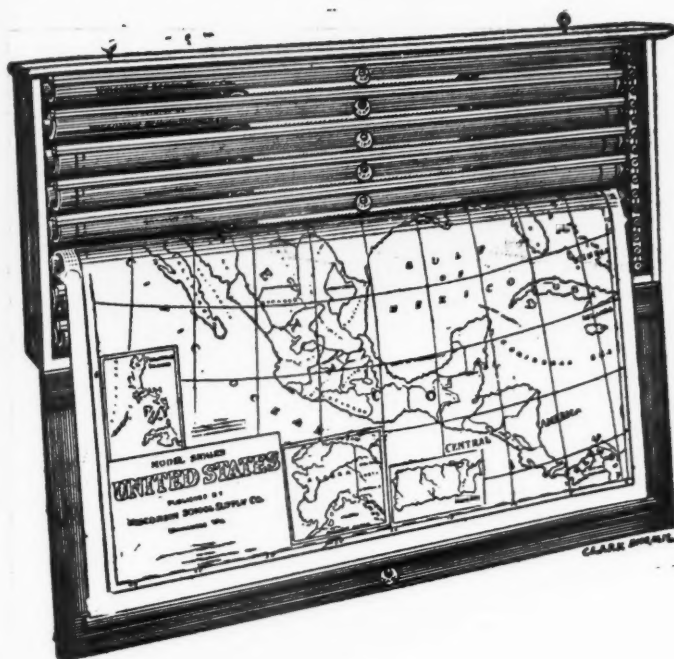
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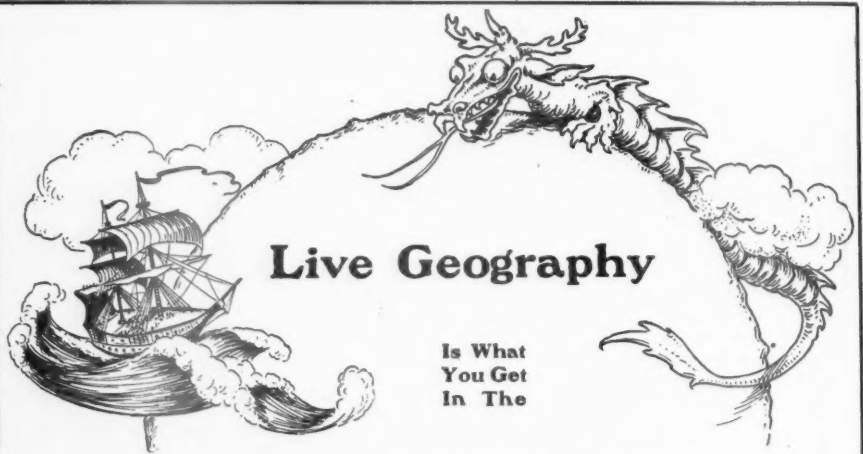
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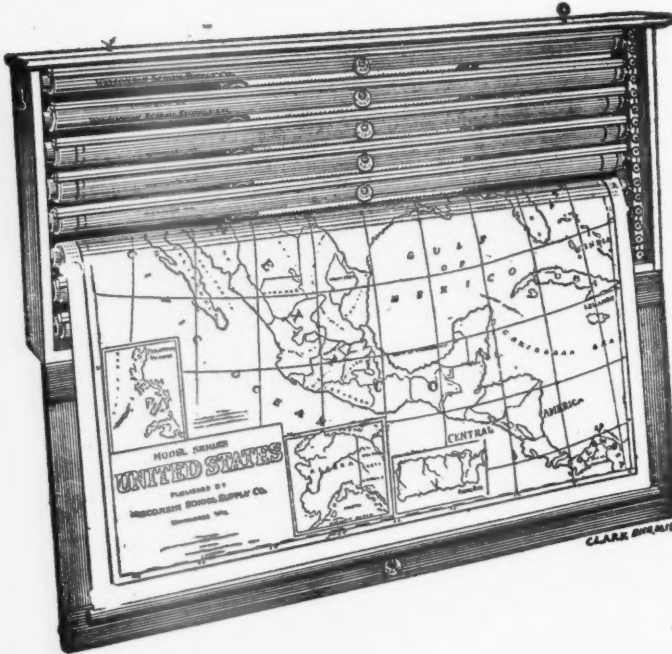
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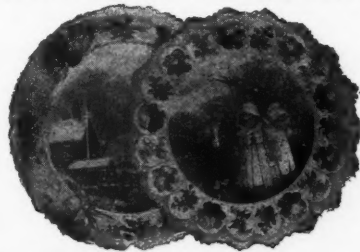
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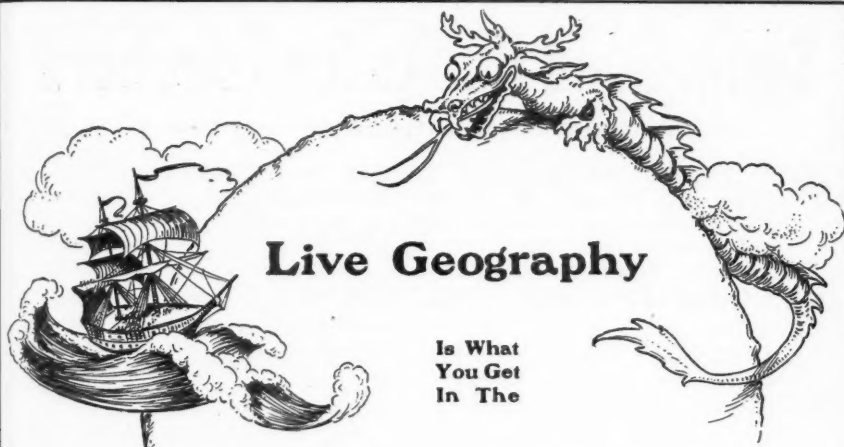
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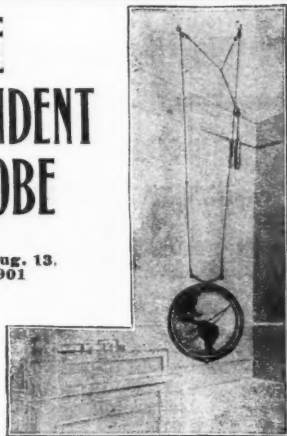
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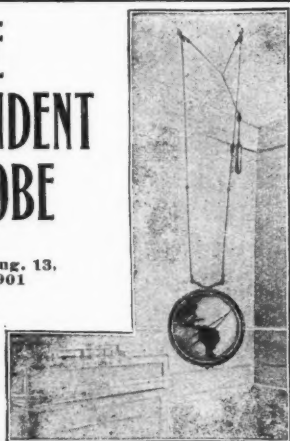
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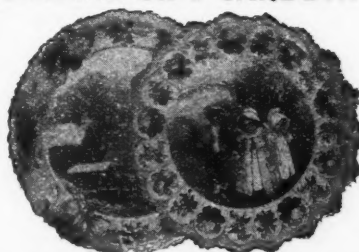
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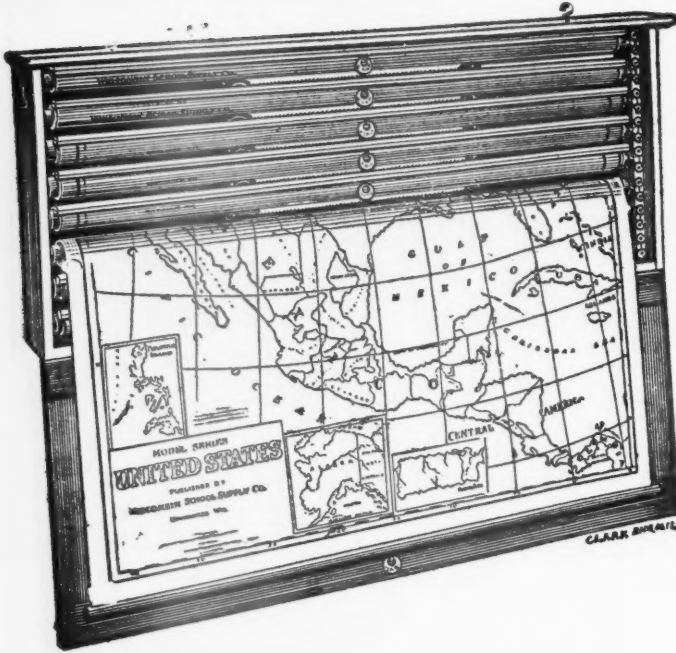
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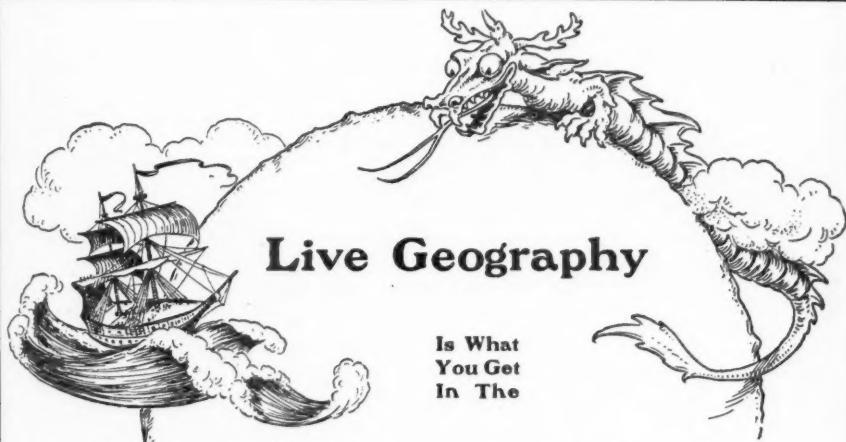
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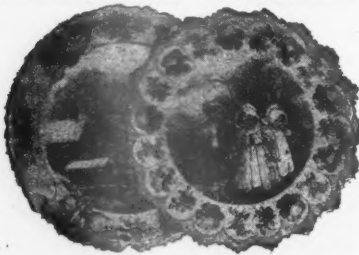
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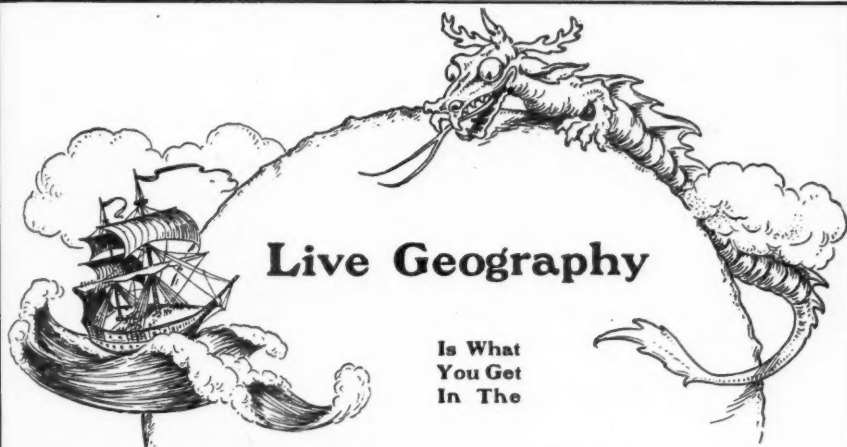
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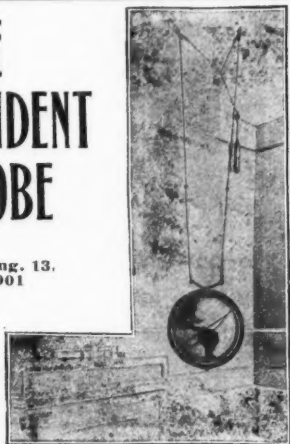
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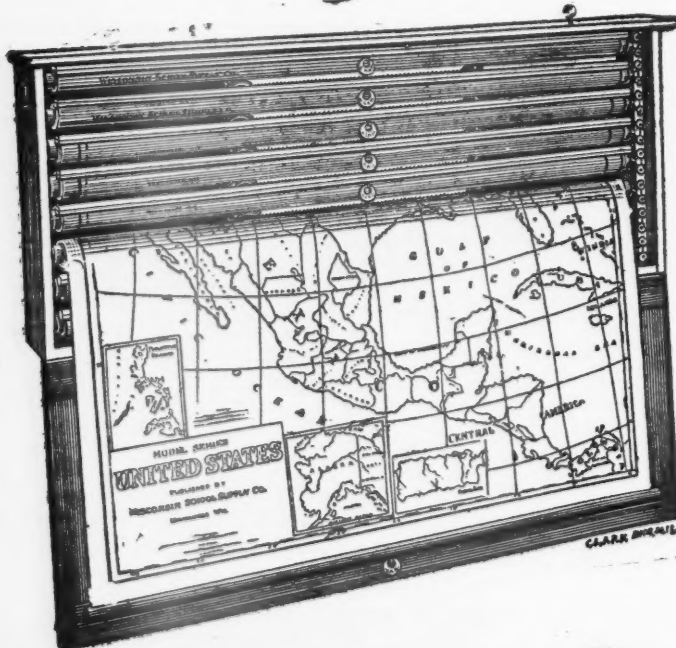
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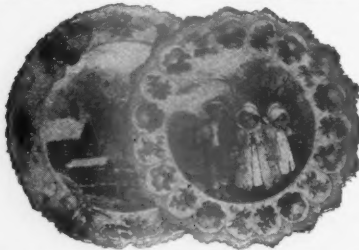
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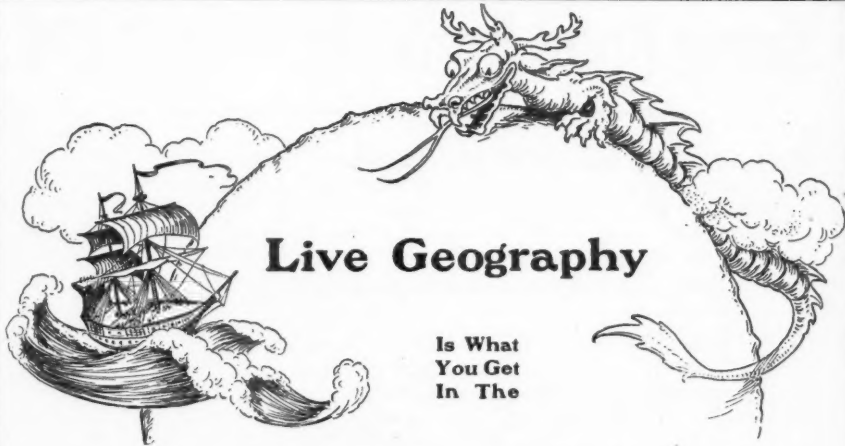
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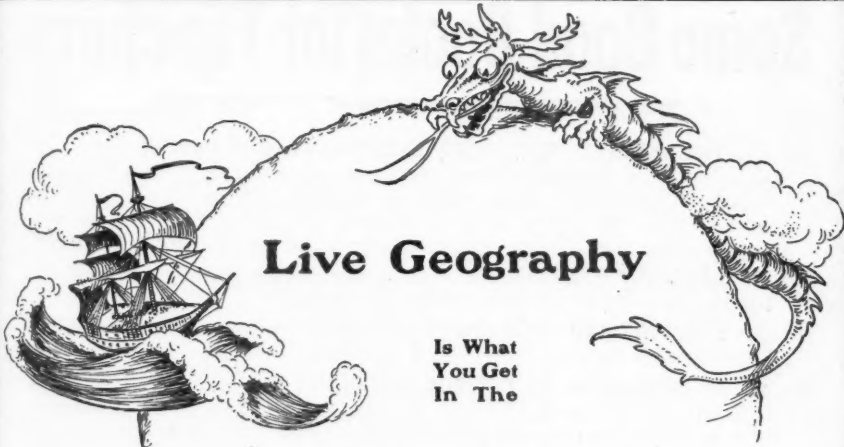
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